DOCUMENT RESUME

ED 232 050 CE 036 572

TITLE	A Handbook of Projects and Activities for Marketing and Distributive Education.
INSTITUTION	Montana State Office of the Superintendent of Public Instruction, Helena.
PUB DATE	81
NOTE	352p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	Administration; Decision Making; *Distributive Education; Guidelines; Human Relations; Instructional Materials; Interpersonal Communication; Learning Activities; *Marketing; Mathematical Applications; Merchandising; Program Descriptions; Salesmanship; Secondary Education; *Student Projects; Wholesaling
IDENTIFIERS	*Montana

ABSTRACT

This handbook has been designed to provide classroom teachers with relevant, ready-to-use materials geared to supplement classroom instruction in marketing and distributive education. The projects/activities have been organized using the major units of instruction of the Montana Curriculum Guidelines for Distributive Education, except for a special unit on merchandising mathematics. Forty projects/activities are in the handbook. Some are brief and are designed to be used within one class period, while others are more complex and will extend over a few days or weeks. The following information is provided for each project/activity: project title, related unit of instruction, suggested grade level, time required to complete the project, project rationale, project purpose and performance objectives, project description, evaluation procedures, resources required for the project, miscellaneous project information, and the name of the person who developed the project. Project subjects include marketing and distributive education, human relations and communication, operations and control, merchandising mathematics, buying for resale, merchandise handling, sales promotion, sales and service, and management and decision making. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PI MT 8013302 (NO CN: 80-5705-05-24-22-0013)

ED232050

A HANDBOOK OF PROJECTS AND ACTIVITIES
FOR
MARKETING AND DISTRIBUTIVE EDUCATION

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
● Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. Christiaansen
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED ARGENBRIGHT

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE CAPITOL
HELENA, MT 59601
1981

CE036578

INTRODUCTION

This handbook of marketing and distributive education projects/activities has been designed to provide the classroom teacher with relevant, ready-to-use materials geared to supplement classroom instruction.

The projects/activities found in this handbook have been gathered from a number of sources both within and outside of Montana. The marketing and distributive education personnel in Montana wishes to thank all of those who sent projects, offered ideas or in any way gave support to this project. Special thanks is offered to MAME (Montana Association of Marketing Educators) for their guidance and to the Office of the Superintendent of Public Instruction for their support.

The project was directed by Dr. Norm Millikin, Teacher Educator for Marketing and Distributive Education, at Montana State University. Funding for the project was provided through a grant from the Office of Public Instruction.

USERS GUIDE

The projects/activities have been organized using the major units of instruction of the Montana Curriculum Guidelines for Distributive Education which was published in 1976. The only exception is a special unit on Merchandising Math which was previously included in the unit on Retail Buying.

There are 40 different projects/activities in the handbook. Some are brief and are designed to be used within one class period. Others are more complex and will extend over a few days or weeks. A good balance, both in terms of content area and length of project/activity, is provided.

TABLE OF CONTENTS

RELATED UNITS OF INSTRUCTION PAGE

Marketing and Distributive Education

Letter of Application/Resume 1
Franchising 3
Market Segmentation 16
Components of a Modified Free Enterprise System 18

Human Relations and Communication

Values Clarification--How to Succeed at What You Like Best 20
Communications Through Marketing Publications 27
Murder Mystery 30
The Reward Game 33
The Auction 37

Operations and Control

Cash Register Operations 43
My Business's Layout 45
Delivery Systems Used By Service and Distributive Businesses 46
Model Store Control Records 48

Merchandising Math

Unit Pricing 56
Multiple Pricing By ¼ and ½ 58
Computing Percentages of Money 62
Computing Proper Fractions By 1/3 and 2/3 68
Manufacturer Discounts 71
Using the Metric System 79
Employee Discounts, Delivery Charges, Alteration Charges 82

Buying For Resale

Open To Buy 88
Receiving, Checking and Marking 92
Setting Prices on Goods 121

Merchandise Handling

Cost Method of Inventory 143
Store Accident Preventions 156

Sales Promotion

Three Dimensional Display 167
National Brand Test 168
Jingles and Rhymes 171
Advertising Portfolio 174
Cooperative Work Project 178
Layout For the Mad Hatter Chimney Sweeping 181
Plan a Budget For the Store 185

Page

Sales and Service

Steps of a Sale, Personal Selling 188
Handling Sales Transactions 197
Credit 211

Management and Decision Making

Organization Chart 216
Scheduling, Organizing and Budgeting Workloads 226
Time Management 238
Personnel 247
Discussion Skills/Leadership Styles 258

MARKETING AND DISTRIBUTIVE EDUCATION

RELATED UNIT OF INSTRUCTION:	JOB FINDING
PROJECT TITLE:	LETTER OF APPLICATION/RESUME
SUGGESTED GRADE LEVEL:	JUNIORS
TIME REQUIRED TO COMPLETE PROJECT:	FOUR DAYS
PROJECT RATIONALE:	EVERY STUDENT SHOULD KNOW THE CORRECT PROCEDURE IN APPLYING FOR A POSITION.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL LEARN HOW TO WRITE A LETTER OF APPLICATION AND COMPLETE A RESUME WHEN APPLYING FOR A MARKETING POSITION FROM A WANT AD IN THE NEWSPAPER.
PROJECT DESCRIPTION:	THE STUDENT WILL BE IN A GROUP OF FOUR. EACH GROUP WILL WRITE A "HELP WANTED" ADVERTISEMENT FOR A MARKETING POSITION IN A MARKETING BUSINESS. EACH GROUP WILL LABEL THEIR AD AS (CONTACT: GROUP#, PERIOD#). THE TEACHER WILL THEN TYPE ALL THE ADS AND ISSUE THEM TO THE STUDENTS FOR THEM TO RESPOND WITH A LETTER OF APPLICATION AND A RESUME. (BE SURE STUDENTS RESPOND: DEAR GROUP #, PERIOD #). COLLECT THE LETTERS AND RESUMES, SORT THEM INTO THEIR APPROPRIATE GROUPS AND HAVE THE GROUP OF STUDEN HIRE ONE PERSON FROM THE LETTERS. ALL THE LETTERS MUST BE CONSIDERED AND REMARKS WILL BE MADE ON EACH OF THE REFUSALS.
EVALUATION PROCEDURES:	FIVE POINTS - HELP WANTED ADVERTISEMENT TWENTY POINTS - LETTER OF APPLICATION TWENTY FIVE POINTS - RESUME
RESOURCES REQUIRED FOR PROJECT:	SAMPLE LETTERS OF APPLICATION, SAMPLE RESUMES
MISCELLANEOUS PROJECT INFORMATION:	JOB APPLICATION FORMS MAY BE USED ALSO
PROJECT DEVELOPED BY:	BARBARA ROBERTSON, HELENA CAPITAL HIGH SCHOOL, HELENA, MT.

FIFTY WAYS TO AVOID BEING HIRED

1. Poor personal appearance.
2. Overbearing, overaggressive, conceited, superiority complex, "know-it-all."
3. Inability to express himself clearly--poor voice, diction, grammar.
4. Lack of planning for career--no purpose and goals.
5. Lack of interest and enthusiasm--passive, indifferent.
6. Lack of confidence and poise, nervousness, ill at ease.
7. Failure to participate in activities.
8. Overemphasis on money--interested only in best dollar offer.
9. Poor scholastic record--just got by.
10. Unwilling to start at the bottom--expects too much too soon.
11. Makes excuses, evasiveness, hedges on unfavorable factors in record.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy--ill mannered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislikes for schoolwork.
18. Lack of vitality.
19. Fails to look interviewer in the eye.
20. Limp, fishy handshake.
21. Indecision.
22. Loafs during vacations--lakeside pleasures.
23. Unhappy married life.
24. Friction with parents.
25. Sloppy application blank.
26. Merely shopping around.
27. Wants job only for short time.
28. Little sense of humor.
29. Lack of knowledge of field of specialization.
30. Parents make decisions for him.
31. No interest in company or in industry.
32. Emphasis on whom he knows.
33. Unwillingness to go where we send him.
34. Cynical.
35. Low moral standards.
36. Lazy.
37. Intolerant, strong prejudices.
38. Narrow interests.
39. Spends too much time at motion pictures.
40. Poor handling of personal finances.
41. No interest in community activities.
42. Inability to take criticism.
43. Lack of appreciation of the value of experience.
44. Radical ideas.
45. Late to interview without good reason.
46. Never heard of company.
47. Failure to express appreciation for interviewer's time.
48. Asks no questions about the job.
49. High-pressure type.
50. Indefinite response to questions.

RELATED UNIT OF INSTRUCTION:	MARKETING
PROJECT TITLE:	FRANCHISING
SUGGESTED GRADE LEVEL:	JUNIORS, SENIORS, POST SECONDARY
TIME REQUIRED TO COMPLETE PROJECT:	THREE DAYS
PROJECT RATIONALE:	AN INTERVIEW APPROACH THAT CREATES NUMEROUS EMPLOYMENT OPPORTUNITIES FOR STUDENTS AS WELL AS GETTING AWAY FROM TRADITIONAL CLASSROOM APPROACHES.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL BECOME KNOWLEDGABLE ON FRANCHISING THROUGH A SLIDE SERIES, A DISCUSSION AND QUIZES.
PROJECT DESCRIPTION:	A 34 SLIDE CASSETTE SERIES ON FRANCHISING IS SHOWN AS AN INTRODUCTION TO THE CONCEPT. AFTER THE INTRODUCTION, A LECTURE ON FRANCHISING IS APPROPRIATE. THEN, A QUESTIONNAIRE IS PROVIDED TO THE STUDENT TO INTERVIEW OWNERS OF LOCAL FRANCHISES.
EVALUATION PROCEDURES:	OPEN
RESOURCES REQUIRED FOR PROJECT:	LOCAL FRANCHISES, SLIDE PRESENTATION FROM THE D.E. VISUALS
MISCELLANEOUS PROJECT INFORMATION:	ALSO USED: FRANCHISING FROM THE OHIO D.E. MATERIALS LAB, 1885 NEIL AVENUE, 115 TOWNSEND HALL, COLUMBUS OHIO.
PROJECT DEVELOPED BY:	RON NEWVILLE, BOZEMAN SENIOR HIGH, BOZEMAN, MONTANA

FRANCHISE PROJECT

Franchise Survey Questionnaire

I. Name of Franchise

II. Type of business

III. Name of person interviewed:

IV. Franchise Expenses:

A. How much does it cost to open a franchise?

B. How much was the franchise fee for this particular business?

C. What monthly payments do you make to the franchise?

D. Where do you get the money to start a franchise?

V. The Franchise Contract:

A. What is the life of the contract?

B. How is the contract renewed?

C. Can your contract be sold? To who? When may the contract be sold?

D. Can the contract be cancelled? If so, why?

VI. Site Selection:

A. Is assistance given in selecting site?

B. Who makes the final decision on site location?

C. Are there any territorial boundaries?

D. Did the franchisor help you finance your building site?

E. Was a study completed to help determine the best location?

VII. Training Program:

A. What pre-opening training is given?

B. Who pays expenses of training programs?

C. Is there a continuing training program?

D. Where was the training program located?

VIII. Personnel Requirements:

A. How many people are needed to run the business properly?

B. Does it take a special type of person to become part of a franchise or can anybody become part of it?

C. Does the person have to have any special qualifications of education?

D. What experience or training must personnel have?

E. Do you face employee turnover problems?

IX. Supplies:

A. From whom may supplies be purchased?

B. Who pays the cost of shipping supplies?

C. Where does your inventory arrive from?

X. Sales Promotion:

A. How much of your profits do you pay for advertising expenses?

B. Does the franchisor help with promotional expenses?

C. Is an opening campaign provided?

XI. Profit and Loss:

A. Is the business seasonal?

B. What is the failure rate of your type business?

XII. General Questions:

A. What interested you in starting this franchise in Bozeman?

B. Who all did you talk to before getting into the franchise?

C. What services does the franchisor provide for you?

D. How does your franchise differ from other franchises?

E. Are there any disadvantages of your franchise?

F. Are there certain standards a town, city, or area must meet before a franchise will consider having a business there?

G. Where does your major competition come from?

H. If you had the chance to buy into your franchise again, would you?

SCRIPT

	Music	
1.	FRANCHISING	This slide-tape presentation will discuss the franchising industry. Franchising is not a new phenomenon; however, its growth and impact on American business has taken place after World War II.
2.	DEFINITION	In a broad sense, a franchise is permission to market the franchisor's products or services. A more concise definition is that a franchise is a legal agreement to conduct a business in accordance with specified terms and methods. A "franchisor" is the parent firm granting the franchise. The "franchisee" is the businessman operating under the franchise agreement.
3.	FRANCHISING AND THE ECONOMY	Franchising boomed in the 50's and 60's. Today it appears that some areas of franchising, particularly fast food operations, have been overbuilt. Accurate figures about franchising are not available. However estimates are that in 1974 there are over 700,000 franchised businesses. These businesses generate approximately $100 billion in sales volume, which represents over 10% of the Gross National Product and over 25% of U.S. retail sales.
4.	TERRITORIAL FRANCHISE	There are two main categories of franchise, territorial and operating. A territorial franchise often carries an override on sales by other franchised units in his territory. He usually establishes, trains and occasionally finances sub-franchises. An example is a branded, oil company jobber, who owns his own service stations, and leases them out. The territorial franchise is granted by the parent franchisor, the oil company.
5.	OPERATING FRANCHISE	An operating franchise is normally located on a specific site such as a Dairy Queen or McDonald's.
6.	ADVANTAGES OF FRANCHISING	A person contemplating investing in a franchised business should weigh both the advantages and disadvantages of franchising. Some of the advantages are: 1. A much greater chance for success than as an independent.

2. Franchisors often provide excellent management training programs for their franchisees.

3. Franchisors normally share the cost of advertising and sales promotion programs.

4. Franchisors usually extend credit for merchandise purchases and often provide financing for buildings and fixtures.

5. The products are pre-sold in that potential customers are familiar with the franchisors brand names.

6. Franchisors provide management advice to help the franchisee develop a profitable business.

7. DISADVANTAGES OF FRANCHISING

Although franchising holds many advantages for small businessmen, a few disadvantages should be mentioned. They are:

1. Many franchisors charge a substantial fee to use their name.

2. Under a franchise agreement the franchisee agrees to follow prescribed operating procedures, and in that sense, loses some of his independence.

3. Should the franchisee want to sell his business, he may have to have the prospective buyer approved by the franchisor.

4. Operating procedures are often set nation wide and may prove unprofitable in local situations.

All things considered, however, a businessman operating under a franchise agreement generally has a much better chance to succeed than if he was completely independent.

8. FRANCHISE SYSTEM

There are numerous franchise arrangements. However, the three most common arrangements are:

1. Those sponsored by manufacturers

2. Those sponsored by large wholesalers, and

3. Those in the service industry.

9. MANUFACTURER-SPONSORED SYSTEMS

Most manufacturers and wholesalers who market their products through franchises do not charge a franchising fee. However, they do expect the franchisees to live up to their operating guidelines and carry their merchandise lines.

Some distributors handle several lines; others have an exclusive franchise and handle only one merchandise line.

10.	BUICK OPEL	Orsinger Buick would be considered an exclusive franchise because they handle only Buicks and Opels. Automobile manufacturers are extremely selective in franchising dealerships because they provide their dealers with a great deal of marketing support. An automobile dealership requires a large capital investment; consequently, franchise agreements are often written for the life of the dealer.
11.	GULF OIL	The major oil companies franchise their dealers and distributors. They do not charge a franchising fee but do expect their dealers to purchase the oil companies-gasoline, motor oil, and TBA products. In return, the oil companies provide a credit card system, management training, and merchandise credit.
12.	CASE	In rural areas farm implement manufacturers franchise exclusive dealers and provide a great deal of marketing assistance. This construction machinery dealer is located in a metropolitan area and carries several manufacturers' lines in addition to Case. Case would probably limit their assistance in this situation to only merchandise credit.
13.	APPLIANCE WORLD	Appliances are primarily marketed through franchised dealers. Franchising fees are uncommon; however, dealers are expected to advertise and maintain a quality repair shop. In return, manufacturers provide cooperative advertising monies, merchandise credit, and management training. Appliance World handles non-competitive appliance lines; RCA and Frigidaire.
14.	MEZZETTI TIRE	The major tire companies market through manufacturers' sales branches and franchised dealers. For example, Mezzetti Tire Company handles only Uniroyal Tires. Naturally, exclusive dealers have the first chance at buying special deals on merchandise.
15.	LITTLETON TIRE	Littleton Tire handles Michelin, Pennsylvania, and Armstrong Tire lines. Littleton Tire cannot expect the degree of manufacturer support as can an exclusive dealer like Mezetti.
16.	WHOLESALER SPONSORED SYSTEMS	In the grocery, drug, hardware, and automotive aftermarket industries, large wholesaler sponsored franchises are common.

17.	BEERE HARDWARE	Beere Hardware is a franchised True Value hardware dealer. Beere Hardware buys most of its merchandise from True Value and in return receives advertising and merchandising support.
18.	WESTERN AUTO	Large wholesalers, called warehouse distributors, who sell to smaller wholesalers are common in the automotive after-market industry. Western Auto has diversified their merchandise offering beyond automobile replacement parts to include such items as appliances and hardware.
19.	N.A.P.A.	N.A.P.A. is a giant in the automotive after-market industry who handles primarily private branded merchandise. They maintain warehouses in most metropolitan areas who supply several thousand franchised automotive jobbers.
20.	SHOEARAMA	Low prices made possible by volume purchases is the motto of Shoearama shoe stores.
21.	SOMMER'S DRUGS	Volume purchasing, private branding, and chain store operating procedures, have contributed to the success of many Walgreen's and Rexall franchised drug stores.
22.	SERVICE INDUSTRY CHAINS	Service industry franchises are somewhat different from manufacturer and wholesaler sponsored franchises. Manufacturers' and wholesalers' primary goal is to sell merchandise so they generally do not charge a franchising fee. The main product in the service industry is often the goodwill of the franchisor; hence, they normally do charge a franchising fee. Most of the criticism of franchising is aimed at a few of those franchisors who charge exorbitant fees and exaggerate profit opportunities.
23.	MC DONALD'S	To open a Mc Donald's Restaurant requires about $100,000 and one must adhere to strict operating procuedres. In return, their franchisees report an excellent return on investment.
24.	DAIRY QUEEN	Fast food franchisors buy supplies in large quantities and pass the savings on to their dealers. This Dairy Queen operator bought his napkins from the franchisor.
25.	KENTUCKY FRIED CHICKEN	Colonel Sanders' Kentucky Fried Chicken continues to be one of the phenomenal success stories in fast food franchising.

26. U-HAUL

Twenty percent of American families move each year with many of them trying to cut costs by renting a trailer and moving themselves. Trailer rental income can be quite substantial for U-Haul franchises.

27. H & R BLOCK

H & R Block provides a computer assisted accurate, and inexpensive tax preparation service Their excellent management training program helps their franchisees succeed.

28. HOLIDAY INN

Holiday Inns and Ramada Inns are two of the largest motel chains who franchise operators. Due to the large investment required, motel-hotel chains offer various franchise arrangements. They include franchisor ownership, partnerships with franchisees, and complete franchisee ownership.

29. INSTANT PRINTING

Instant printing shops have proven quite successful. Quick reproduction has filled a consumer need as most large printers require a longer lead time and charge more for a small order.

30. INVESTIGATE THE FRANCHISOR

Franchising, like most industries, has a few charlatans. Therefore, the National Association of Franchised Businessmen recommend that all franchises be thoroughly checked out before investing in them. They suggest checking with the following organizations to see if any complaints have been lodged against the franchisor. They are:

1. National Association of Franchised Businessmen, located in Chicago.
2. The consumer protection division of your State Attorney General's office.
3. Better Business Bureau.
4. Current franchisees who are member of that chain.

31. THE CONTRACT

The contract agreement should be carefully checked over by the prospective franchisee's attorney. Following are some questions that should be answered by the contract:

1. Are there restrictions on the use of trademarks?
2. How long is the lease? Can it be renewed? Under what conditions can it be cancelled?
3. What are the specific duties and obligations of the franchisor?

4. How are customers defined?

5. Is the territory exclusive and what are its boundaries?

6. Is the rent stated in a fixed amount or as a percent of gross sales?

32. PROFESSIONAL ASSISTANCE

Prior to investing in a franchise, one should seek the council of three experts. For a nominal fee, an attorney will go over the contract and an accountant will examine financial records for accuracy. Your local banker free of charge, will candidly assess your chances for business success.

33. SUMMARY

In summary, the real growth in franchising has taken place over the past twenty years. A franchise is a legal agreement to market a franchisor's products or services granted to a franchisee.

Most franchises operate in one location; however some do include a territory.

Probably the greatest benefit of franchising is that it brings efficient big business methods to the small businessman which increases his chance for success. Disadvantages of franchising include payment of fees, (particularly in the service industry), and loss of operating independence.

34. SUMMARY

Manufacturers and wholesalers sponsor franchises primarily to market their products through those outlets. They do not normally charge a franchising fee. In the service industry the main product is the franchisor's goodwill, for which they normally do charge a fee. Before investing in a franchised business one should enlist the aid of an attorney, an accountant, and a banker to help check out both the contract and the franchisor's reputation.

DISCUSSION QUESTIONS

1. Define franchising in your own terms.
2. Contrast the difference between a territorial and operating franchise.
3. What is the impact of franchising on the U.S. economy in terms of GNP and retail sales?
4. List some advantages for a small businessman to operate as a franchise rather than completely independent.
5. What are some disadvantages?
6. What is the main objective of manufacturer and wholesaler sponsored franchise systems?
7. What is the main objective of service industry franchise chains?
8. Who should a potential franchisee call upon for advice before investing in a franchised business?
9. What organizations can be contacted to check out the reputation of a franchisor?
10. What types of financial assistance do franchisors normally grant to franchisees?

FRANCHISING ASSIGNMENT

For each of the three categories of franchising, list as many local businesses as you can think of that operate under a franchise agreement.

MANUFACTURER SPONSORED SYSTEM

WHOLESALER SPONSORED SYSTEM

SERVICE INDUSTRY CHAIN

QUIZ

T F 1. The real growth in franchising has occurred after World War II.

T F 2. Franchising probably accounts for over 10% of the Gross National Product.

T F 3. An operating franchise is normally located at one location.

T F 4. An important benefit of franchising is that it greatly increases the chances that a small businessman will be successful.

T F 5. A franchisor is a small businessman operating under a franchise agreement.

6. The primary goal of ____________ is to sell their merchandise through their franchised outlets.
   a. Manufacturer sponsored system
   b. Wholesaler sponsored system
   c. Service industry chains
   d. Both a & b
   e. None of the above

7. Franchising fees are most commonly charged by
   a. Manufacturer sponsored systems
   b. Wholesaler sponsored systems
   c. Service industry chains
   d. None of the above

8. Probably much of the criticism of franchising is aimed at:
   a. Manufacturer sponsored systems
   b. Wholesaler sponsored systems
   c. Service industry chains
   d. All of the above equally

9. Which is not an advantage of franchising to a small businessman?
   a. Management training
   b. Franchise fees
   c. Promotion and merchandising support
   d. Investment required
   e. All are advantages

10. When considering investing in a franchised business, one should seek the counsel of:
   a. an attorney
   b. an accountant
   c. your local banker
   d. all three of the above

QUIZ ANSWER SHEET

1. T
2. T
3. T
4. T
5. F
6. D
7. C
8. C
9. B
10. D

RELATED UNIT OF INSTRUCTION:	MARKETING
PROJECT TITLE:	MARKET SEGMENTATION
SUGGESTED GRADE LEVEL:	JUNIORS
TIME REQUIRED TO COMPLETE PROJECT:	TWO DAYS
PROJECT RATIONALE:	
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL LEARN HOW TO SEGMENT THE MARKET FOR A GIVEN PRODUCT THROUGH GROUP DECISION MAKING.
PROJECT DESCRIPTION:	THE STUDENT WILL SEGMENT THE MARKET FOR EACH PRODUCT LISTED USING AGE, EDUCATION, GEOGRAPHICAL LOCATION AND ETHNIC GROUPS. ALSO, THREE REASONS FOR EACH SEGMENTATION'IS REQUIRED. A GROUP PRESENTATION ON REASONS FOR THE SEGMENTATION FOLLOWS THE NEXT DAY.
EVALUATION PROCEDURES:	TWO POINTS ARE ASSIGNED FOR EACH PRODUCT - 10 points FIVE POINTS FOR THE REASONS TEN POINTS FOR THE ORAL PRESENTATION
RESOURCES REQUIRED FOR PROJECT:	TEXT BOOK CHAPTERS ON SEGMENTATION
MISCELANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	REDINA BERSCHEID, BILLINGS, MONTANA

SEGMENT THE MARKET FOR EACH PRODUCT USING AGE, EDUCATION, GEOGRAPHICAL LOCATION, AND ETHNIC GROUPS. ALSO, GIVE THREE REASONS FOR EACH SEGMENTATION USED. USE ALL FOUR IF THEY APPLY. A GROUP PRESENTATION WILL FOLLOW.

GROUP NUMBER 1

Ski equipment
Butterfly nets
Motor home
Microwave oven
Volkswagon van

GROUP NUMBER 2

Diamond necklace
CB radio
Group tour to Europe
Life Insurance
Cavity fighting toothpaste

GROUP NUMBER 3

Electric shaver
Motel chain
35mm camera
Model car kit
Stereo system

GROUP NUMBER 4

Portable color tv
Ceramic classes
Pool table
Swimming pool
Skateboard

GROUP NUMBER 5

Ceramic planter
4 X 4 Truck
Canoe
Sewing machine
Speed reading course

GROUP NUMBER 6

Motor-cross cycle
Sugar-free gum
Taxi service
Backpack equipment
Judo class

RELATED UNIT OF INSTRUCTION: MARKETING

PROJECT TITLE: COMPONENTS OF A MODIFIED FREE ENTERPRISE SYSTEM

SUGGESTED GRADE LEVEL: SENIORS, POST SECONDARY

TIME REQUIRED TO COMPLETE PROJECT: THREE DAYS RESEARCH, ONE DAY PRESENTATION

PROJECT RATIONALE: KNOWLEDGE OF THE FREE ENTERPRISE SYSTEM AND ITS EFFECTS OF COMPETITION ON BUSINESS.

PROJECT PURPOSE AND PERFORMANCE OBJECTIVES: THE STUDENT WILL BE ABLE TO EXPLAIN THE KEY COMPONENTS OF A MODIFIED FREE ENTERPRISE SYSTEM.

PROJECT DESCRIPTION: GIVEN REAL OR SIMULATED SITUATIONS, ASK STUDENTS TO IDENTIFY AND EXPLAIN THE EFFECTS OF COMPETITION ON BUSINESS. SUGGESTED LEARNING ACTIVITIES ARE INCLUDED IN THE PROJECT.

EVALUATION PROCEDURES: OPEN

RESOURCES REQUIRED FOR PROJECT: LIBRARY

MISCELLANEOUS PROJECT INFORMATION: NONE

PROJECT DEVELOPED BY: OREGON DEPARTMENT OF EDUCATION

COURSE GOAL:

The student will be able to explain the key components of a modified free enterprise system.

PERFORMANCE INDICATORS:

Given real or simulated situations, ask students to identify and explain the effects of competition on business.

SUGGESTED LEARNING ACTIVITIES:

Hold a group discussion on how students perceive the effects of business competition.

Using current news periodicals available through the library, have students research that portion of the Sherman Anti-Trust Act that affects distribution. Report findings in class.

Ask students to research the effects of the Clayton Act and other price regulatory legislation. Report findings in class.

Have students write and present reports on U.S. patent laws which protect inventions and ideas. How do these laws relate to competition?

Have students research laws governing school store operations and report findings in class.

HUMAN RELATIONS AND COMMUNICATION

RELATED UNIT OF INSTRUCTION:	HUMAN RELATIONS
PROJECT TITLE:	VALUES CLARIFICATION-HOW TO SUCCEED AT WHAT YOU LIKE BEST
SUGGESTED GRADE LEVEL:	JUNIORS AND SENIORS
TIME REQUIRED TO COMPLETE PROJECT:	ONE DAY
PROJECT RATIONALE:	AN ANALYSIS THAT WILL ALLOW STUDENTS TO DETERMINE THEIR VALUES AND PERSONAL CHARACTERISTICS.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL BECOME MORE AWARE OF VALUES WHICH ARE MOST SIGNIFICANT IN THEIR LIFE.
PROJECT DESCRIPTION:	STUDENTS ARE GIVEN A TEST TO DETERMINE THEIR CHOICES ON MONETARY AND NON-MONETARY ITEMS.
EVALUATION PROCEDURES:	THIS IS GIVEN AT THE END OF THE PROJECT. SEE THE ATTACHED SHEET.
RESOURCES REQUIRED FOR PROJECT:	ATTACHED SHEETS
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	RICHARD DARSOW, LIBBY HIGH SCHOOL, LIBBY, MONTANA

VALUES CLARIFICATION. . .HOW TO SUCCEED AT WHAT YOU LIKE BEST

If you do not know, accept and express your values, you will be frustrated and unhappy.

On the next page is a test that will allow you to determine for yourself what your values are. It is easy, it is fun, it is fascinating, and you may learn some surprising things about yourself.

I am going to ask you to imagine that you have $2,000 and a list of thirty-four items to spend it on. Read the list carefully. In the space to the right of each one, write down how much money you would spend to buy that item on the open market. Allocate money only to those items you really want to have. Spend all of the $2,000. No more, no less. If you find you have overspent, go back and reallocate. Do the same if you have underspent. You can spend no money on items that don't appeal to you at all, and you can spend the entire $2,000 on one item if that's what you want to do. In other words, you have total freedom to spend the money any way you want.

Remember that your choices will reflect the values which are most significant in your life at this time.

	Items to buy	Amount Budgeted
1.	A chance to rid the world of prejudice.	
2.	A chance to serve the sick and needy.	
3.	A guarantee to become a famous figure (movie star, baseball hero, astronaut, etc.)	
4.	A proposal that will triple your company's earnings.	
5.	A daily massage and the world's finest cuisine from the world's best chef.	
6.	Perfect insight into the meaning of life.	
7.	A vaccine to make all persons incapable of graft or lying.	
8.	A chance to set your own working conditions.	
9.	To be the richest person in the world.	
10.	The presidency.	
11.	The perfect love affair.	
12.	A house overlooking the most beautiful view in the world, with your favorite works of art.	
13.	To be the most attractive person in the world.	
14.	To live to be a hundred with no illness.	
15.	Free psychoanalysis with a famous analyst.	
16.	The most complete library of great books for your own private use.	
17.	Harmony with God, doing God's work.	
18.	A way to rid the world of unfairness.	
19.	The resources to donate one million ounces of gold to your favorite charity.	
20.	To be voted outstanding person of the year and praised in every newspaper in the world.	
21.	To master the profession of your choice.	
22.	Time with nothing to do but to enjoy yourself, with all needs and desires automatically met.	
23.	To be the wisest person in the world.	
24.	A scheme to sneak "authenticity serum" in to the drinking water of everyone in the world.	
25.	A way to do your own thing, without hassling.	
26.	A large room full of silver dollars.	
27.	The opportunity to control the destinies of 500,000 people.	
28.	The love and admiration of the whole world.	
29.	Unlimited travel and tickets to attend any concert, play opera or ballet.	
30.	A total makeover: new hairstyle, all new wardrobe from the designers of your choice, two weeks at a beauty spa such as Main Chance.	
31.	Membership in a great health club.	
32.	Anti-hangup pill.	
33.	Your own omniscient computer, for any and all facts you might need.	
34.	Unlimited time to spend with the greatest religious figure of your faith, past or present.	

Now that you've done your budgeting, you can figure out what your budget means.

Each of the thirty-four items in the list is associated with a value. The following key will show you which value goes with which item.

KEY

Below is a concrete definition of the values involved in the budgeting of the $2,000. Check if after you have allocated your "money."

1 and 18 Justice: the quality of being impartial or fair.

2 and 19 Humanitarianism: regard for the interests of others.

3 and 20 Recognition: being made to feel significant and important.

4 and 21 Achievement: accomplishment.

5 and 22 Pleasure: satisfaction or gratification.

6 and 25 Wisdom: insight, good sense, judgment.

7 and 24 Honesty: straightforwardness, integrity.

8 and 25 Autonomy: ability to be independent.

9 and 26 Material Wealth: abundance of material possessions.

10 and 27 Power: control, authority, or influence over others.

11 and 28 Love: affection, warm attachment.

12 and 29 Aesthetics: the appreciation and enjoyment of beauty for beauty's sake.

13 and 30 Physical Attractiveness and

14 and 31 Health: concern for the appearance and health of one's own body.

15 and 32 Emotional Well-Being: freedom from overwhelming anxieties; peace of mind.

16 and 33 Knowledge: the seeking of truth and/or information.

17 and 34 Religious Faith: communication with, obedience to, and activity in behalf of a Supreme Being.

Now you can complete the chart below. Write down for each item you choose, the item number, the amount allowed and the value associated with the item. What are the three highest values you budgeted for?

What is the most money you budgeted on a single item?	Item Number	Value
1.		
2.		
3.		

What is the most money you budgeted on a value from paired items?	Item Number	Value
1.		
2.		
3.		

If the number 8 was the item you budgeted the most money for, then autonomy is your highest value. If number 29 is your next highest allocation, then aestetics are your next highest values.

Remember, all values are neutral in this test: they are neither good nor bad. There are also no "right" or "wrong" answers... just what is right or wrong for you.

Are you surprised at the values you budgeted for? Are they in tune with who you think you are? Can you accept your values?

PERSONAL CHARACTERISTICS

Underline any of the following words or phrases that seem to describe you as a person:

good health
tired
pleasant figure
lacking energy
well groomed
overweight
full of energy
illness

doing good work
not enough ability
satisfying achievements
not doing enough
good ability
can't concentrate
good work habits
should do better work

liking others
want more friends
leader
follower
one of the group
annoyed by others
many friends
alone too much

enjoying life
want to be more important
pleased with myself
want to get even
liking to look ahead
want more attention
confidence in myself
unhappy

want to help others
bad habits
liking boys
daydreaming
a good person
want to get away
liking girls
want to catch up

SENTENCE

Complete the following sentence parts. (For example: I like to walk in the rain. Don't spend too much time thinking about the item, just complete it by writing the first thing that you think of.

1. My brother ____________________
2. My teacher ____________________
3. My mother ____________________
4. My friend ____________________
5. My sister ____________________
6. My father ____________________
7. Boys are ____________________
8. My home is ____________________
9. Girls are ____________________
10. School is ____________________
11. I want ____________________

12. My main asset is____________________

13. I need____________________

14. My trouble is____________________

15. I am____________________

16. I will____________________

17. My main liability is____________________

18. I will not____________________

19. I was____________________

20. I wish____________________

PARAGRAPHS

Write a brief paragraph in answering each of the following questions:

1. How do you see yourself?____________________

2. How do you think others see you?____________________

3. How would you like others to see you?____________________

RELATED UNIT OF INSTRUCTION:	COMMUNICATIONS
PROJECT TITLE:	COMMUNICATIONS THROUGH MARKETING PUBLICATIONS
SUGGESTED GRADE LEVEL:	JUNIORS
TIME REQUIRED TO COMPLETE PROJECT:	TWO DAYS
PROJECT RATIONALE:	STUDENTS SHOULD BE ABLE TO READ AND COMPREHEND AT A LEVEL ACCEPTABLE FOR ENTRY-LEVEL EMPLOYMENT IN A MARKETING OCCUPATION.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	STUDENTS WILL READ AND INTERPRET COMMUNICATION MATERIALS FOR POINTS OF VIEW AND SPECIFIC INFORMATION.
PROJECT DESCRIPTION:	GIVEN PUBLISHED ARTICLES DEALING WITH MARKETING, ASK STUDENTS TO READ AND INTERPRET THESE MATERIALS. A LIST OF SUGGESTED LEARNING ACTIVITIES IS INCLUDED IN THE PROJECT.
EVALUATION PROCEDURES:	OPEN
RESOURCES REQUIRED FOR PROJECT:	LIBRARY, TRADE JOURNALS, ARTICLES ABOUT LOCAL BUSINESSES
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	OREGON DEPARTMENT OF EDUCATION

COURSE GOAL:

The student will be able to read and comprehend at a level acceptable for entry-level employment in a marketing occupation.

PERFORMANCE INDICATORS:

Given published articles dealing with marketing, ask students to read and interpret these materials.

SUGGESTED LEARNING ACTIVITIES:

Provide students with a number of business communication samples and have them skim these materials for points of view and specific information.

Provide students with detailed marketing information and ask them to complete an information sheet recording pertinent highlights.

Ask students to read and summarize an article from a trade journal. Compare reports in class. Did points of view or information differ among students?

Have students read the instructions for various products and prepare talks which would help customers understand these instructions.

Have students collect and summarize articles about local businesses. As a class, discuss what is happening with businesses locally.

COMMUNICATIONS

COURSE GOALS

The student will be able to:

read and comprehend at a level acceptable for entry-level employment in a marketing occupation.

write in a business-like manner.

use oral communications in a variety of business settings.

listen attentively and follow instructions.

RELATED UNIT OF INSTRUCTION: COMMUNICATIONS

PROJECT TITLE: MURDER MYSTERY

SUGGESTED GRADE LEVEL: JUNIORS, SENIORS

TIME REQUIRED TO COMPLETE PROJECT: 30 MINUTES - ONE HOUR

PROJECT RATIONALE: SHOW TO THE CLASS HOW IMPORTANT IT IS TO WORK TOGETHER AS A GROUP. THE SOLUTION CAN ONLY BE OBTAINED IF ALL THE CLUES ARE SCRUTINIZED.

PROJECT PURPOSE AND PERFORMANCE OBJECTIVES: THIS EXERCISE PROMOTES THE EXCHANGE OF IDEAS, THE INPUT FROM ALL MEMBERS OF THE GROUP, INDUCES REASONING, AND PROBLEM SOLVING METHODS.

PROJECT DESCRIPTION: MR. JONES WAS MURDERED AND IT IS THE GROUP'S TASK TO DISCOVER THE TIME, PLACE, MURDERER(S), METHOD, AND MOTIVE. COMMUNICATION WITH THE CLUES IS TO BE STRICTLY ORAL.

EVALUATION PROCEDURES: OPEN

RESOURCES REQUIRED FOR PROJECT: ATTACHED SHEETS

MISCELLANEOUS PROJECT INFORMATION: THIS PROJECT CAN BE USED AT THE BEGINNING OF THE SCHOOL YEAR, AT THE START OF GROUP PROJECTS, WHEN THERE IS FRICTION BETWEEN SOCIAL GROUPS WITHIN THE CLASS, OR ANY OTHER TIME WHEN COOPERATION IS DESIRABLE.

PROJECT DEVELOPED BY: LDI

MURDER MYSTERY

Mr. Jones was murdered and it is the group's task to discover the time, place, murderer(s), method, and motive.

The group is restricted from passing clues around, looking at someone else's clues, or writing anything down. COMMUNICATION IS TO BE STRICTLY ORAL.

The clues are to be distributed individually until they are all passed out.

When the group is ready to offer a solution, it must offer all five parts of the solution. If any one part of the solution is wrong, the whole solution is wrong. The instructor must not relate to the group which part is wrong, but only that the whole solution is wrong.

SOLUTION:

Mr. Scott and Mrs. Jones killed Mr. Jones with a knife at 12:15 a.m. Mr. Jones went to Mr. Scott's apartment and found his wife and Mr. Scott together. They killed Mr. Jones there, because he discovered his wife's infidelity.

The purpose of this exercise is to show to the class how important it is to work together as a group. The solution can only be obtained if all the clues are scrutinized.

This exercise promotes:

1. The exchange of ideas.
2. The input from all members of the group.
3. Solicitation of input from all members.
4. The understanding of the need for leadership and direction when the group is confronted with a problem.
5. Inductive reasoning
6. The importance of including input from all possible sources.
7. Problem solving methods.

This activity should take about 30 minutes to complete. It can be used at the beginning of the school year, at the start of group projects, when there is friction between social groups within the class, or any other time when cooperation is desirable. Be sure that the group gets the "real" message behind this solution to the mystery.

CLUES (To be copied on individual pieces of paper)

32

1. A knife was found in Miss Black's yard.
2. The knife found had Mr. Jones' blood on it.
3. Mr. Jones had recently fired his secretary, Miss Black.
4. Miss Black had tried to sell some confidential business information to Mr. Johnson.
5. Mr. Johnson was Mr. Jones' strongest business competitor.
6. Mr. Jones was seen going into Mr. Johnson's apartment at 11.15 p.m.
7. Mr. Johnson said he shot at a burgler at 11:20 p.m.
8. The elevator man said Mr. Jones was bleeding but didn't seem to be seriously hurt.
9. It was determined that Mr. Johnson's gun had been fired on the night in question.
10. The elevator operator said no one entered the building between 11:00 and 11:45 p.m.
11. Mrs. Jones was seen entering Mr. Scott's apartment at 11:50 p.m.
12. Mr. Scott and Mrs. Jones were often seen together.
13. The elevator operator said Mr. Jones entered the building at 12:00 midnight.
14. The elevator operator went off duty at 12:05 a.m.
15. Mr. Jones' body was found at 8:15 a.m.
16. Mr. Jones' body had a bullet wound in the thigh.
17. Mr. Jones' body had a knife wound in the back.
18. It was determined that cause of death was a punctured aorta.
19. The bullet in Mr. Jones' body was fired from Mr. Johnson's gun.
20. A gun registered to Mr. Johnson was found in the trash chute in his apartment building.
21. Blood was found in the hall outside Mr. Johnson's apartment. It proved to be Mr. Jones'.
22. Mr. Johnson flew to Mexico City on a 2:00 a.m. flight.
23. Mr. Jones had stolen most of Mr. Johnson's business accounts.
24. Mr. Johnson swore he would kill Mr. Jones for ruining his business.
25. Blood was found in Mr. Scott's car.
26. Mr. Scott and Mrs. Jones could not be located the next day.
27. Mr. Jones' body was found in the middle of city park.
28. It was determined that Mr. Jones' body had been dragged some distance.
29. The coroner said that Mr. Jones had been dead for eight hours when he was found.
30. Miss Black could not prove her whereabouts on the night in question.
31. Miss Black had called Mr. Jones at home at 11:00 p.m.
32. The elevator man worked until 4:00 a.m.

RELATED UNIT OF INSTRUCTION:	COMMUNICATIONS
PROJECT TITLE:	THE REWARD GAME
SUGGESTED GRADE LEVEL:	JUNIORS AND SENIORS
TIME REQUIRED TO COMPLETE PROJECT:	ONE DAY
PROJECT RATIONALE:	TO ESTABLISH THE CONCEPT THAT "YOU CAN GET EVERYTHING IN LIFE YOU WANT IF YOU HELP ENOUGH OTHER PEOPLE GET WHAT THEY WANT."
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	TO DEMONSTRATE TO THE STUDENT HOW CONFLICT WITHIN THE GROUP MAY HAMPER OR STOP PRODUCTIVITY.
PROJECT DESCRIPTION:	FOR TEN CONSECUTIVE ROUNDS YOU AND YOUR PARTNER WILL CHOOSE EITHER "FORD" OR "CHEVY." THE REWARD YOU RECEIVE FOR EACH ROUND IS DEPENDENT UPON THE PATTERNS OF CHOICES MADE IN EACH GROUP. EIGHT PLAYERS COMPOSE A GROUP.
EVALUATION PROCEDURES:	OPEN
RESOURCES REQUIRED FOR PROJECT:	ATTACHED SHEETS
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	ZIG ZIGLAR, LDI

ACTIVITY: THE REWARD GAME

PURPOSES

1. To demonstrate how conflicts within the group may hamper or stop productivity.

2. To establish the concept that "You can get everything in life you want if you help enough other people get what they want." A quote from, (Zig Ziglar's book - See You at the Top).

Directions:

TASK

For ten consecutive rounds you and your partner will choose either "Ford" or "Chevy." The reward you receive for each round is dependent upon the patterns of choices made in each group. Eight players compose a group.

You should confer with your partner on each round and make a joint decision selecting either to purchase a Ford or Chevy. You are competing with other pairs in the group for a reward. Rewards are based upon the decisions made by the group.

Decisions		Rewards
4 Fords	Lose	$1,000 each
3 Fords	Win	$1,000 each
1 Chevy	Lose	$3,000
2 Fords	Win	$2,000 each
2 Chevys	Lose	$2,000 each
1 Ford	Win	$3,000
3 Chevys	Lose	$1,000 each
4 Chevys	Win	$1,000 each

Procedure: Confer with your partner during each time period and make a joint decision. Prior to rounds 3, 5, 7, and 10 you should confer with the other pairs competing in the group.

Each partnership will receive $10,000 to begin the game. The partnership with the greatest balance will be declared the winner.

REWARD GAME SCORE SHEET

Time Period	Time Allowed	Confer With	Decision		Reward		Balance $10,000
			Ford	Chevy	Won	Loss	
1	2 mins.	partner	F	C			
2	1 min.	partner	F	C			
3	3 mins. 1 min.	group partner	F	C			
4	1 min.	partner	F	C			
5[A]	3 mins. +1 min.	group partner	F	C			
6	1 min.	partner	F	C			
7[B]	3 mins. +1 min.	group partner	F	C			
8	1 min.	partner	F	C			
9	1 min.	partner	F	C			
10[C]	3 mins. +1 min.	group partner	F	C			

A Bonus round: Reward and loss is multiplied by 3

B Bonus round: Reward and loss is multiplied by 5

C Bonus round: Reward and loss is multiplied by 10

CHEVY

FORD

RELATED UNIT OF INSTRUCTION: COMMUNICATIONS

PROJECT TITLE: THE AUCTION

SUGGESTED GRADE LEVEL: JUNIORS AND SENIORS

TIME REQUIRED TO COMPLETE PROJECT: ONE DAY

PROJECT RATIONALE: TO PROVIDE THE OPPORTUNITY FOR "HELPING OTHERS REACH THEIR GOALS SO THAT YOU CAN REACH YOUR GOAL".

PROJECT PURPOSE AND PERFORMANCE OBJECTIVES: THE STUDENT WILL BE PROVIDED THE OPPORTUNITY FOR GRAPHICALLY DEMONSTRATING THE CONCEPT OF LEADERSHIP AND WILL DEMONSTRATE HOW MOTIVATING COMPETITION CAN BE IN A GROUP SETTING.

PROJECT DESCRIPTION: SEE ATTACHED SHEET

EVALUATION PROCEDURES: SEE PROJECT RATING FORM

RESOURCES REQUIRED FOR PROJECT: PAPER

MISCELLANEOUS PROJECT INFORMATION: NONE

PROJECT DEVELOPED BY: LDI

ACTIVITY: THE AUCTION

PURPOSES

1. To provide the opportunity for graphically demonstrating the "concept of leadership."

2. To demonstrate how motivating competition can be in a group setting.

3. To provide the opportunity for "helping others reach their goals so that you can reach your goal."

Recommended Reading: See You at the Top by Zig Ziglar (Pelican Publishing Company, 1975)

Directions:

In this activity, your team will compete with all other teams in completing an assigned project. The winning team will be recognized at the conclusion of this session. Your team must complete a project within the assigned time to qualify for the judging. No projects will be judged that are submitted after the deadline. To participate in this project, your team must secure the necessary tools and materials found in the project kit. All teams will be given the opportunity to acquire one or more project kits in the auction. There are sufficient number of project kits for all teams. Teams may cooperate in the auction or they may compete with each other as would exist in a real auction. This is a timed activity, therefore, you need to secure your team's project kit as quickly as possible so that you can begin work. Before we begin the activity, read the following auction rules.

Rules

Number One. Your team is expected to acquire a project kit to complete the assigned project. You may acquire the tools and materials at the auction or you may purchase a kit from another team that has an extra kit to sell. Your team may purchase as many kits as it likes if you want to resell them to other teams.

Number Two. The minimum team bid is 25¢. Bids must be placed in units of 25¢, e.g. 50¢, 75¢, etc. The team must make good its bid at the auction. The funds collected from this auction will be contributed to the National DECA Center.

Number Three. The team should elect a member to represent it at the auction. The representative can make the team's bid throughout the auction or the team can re-elect a representative if it is not satisfied with the representative's performance.

Number Four. The team may begin work on its project as soon as a project kit is acquired in the auction. The team can, however, have its representative remain at the auction if it wants to purchase additional project sets. The remaining team members can go and complete the project and other assignments.

Number Five. For ten minutes prior to the auction, teams may negotiate with each other on how they might bid during the auction. Remember: the minimum bid is 25¢. If the teams can build a certain amount of trust among the group, each team could acquire a project kit for the minimum bid - 25¢. You should also remember that your team must have a project kit to complete the project and it must complete the project within the time allocated if it is to be judged. Some teams may also want to keep others from completing their project to enhance their own project's winning opportunity. At the conclusion of the ten minutes, the teams must return to their homebase and the teams' representatives come forward to participate in the project.

Number Six. The first bid will be placed on the Team Bid form and delivered to the auctioneer. You will have only one opportunity to bid in the first round. Remember: you must deliver a bid to the auctioneer and that the minimum bid is 25¢ unless you decide not to submit a bid in this round. The Team Bid form will explain the options available to you. Odd-numbered auction rounds will be sealed bids. Even-numbered rounds will be open bidding and your team may make as many bids as necessary to secure the project kit.

Number Seven. At the appropriate time, the auctioneer will request the team representatives to come to the auction table and submit their sealed bid using the Team Bid form. Once the project kit is awarded, the team must make good its bid and funds collected will be contributed to the National DECA Center. After each round the team representative can visit with other team members to develop a strategy for acquiring the project kit needed to complete the assigned project. During open-bidding rounds, the auctioneer will ask the team representatives to come to the auction table and when the bidding is open team representatives will compete in the bidding process. The team placing the largest bid will receive the project kit.

The Project

Using the project kit your team acquired in the auction or purchased from another team, the team must complete the project within the time limit announced. The project to be completed is a "poster" which symbolizes the essence of "leadership." Your leadership poster should have a theme that a team representative can discuss during the project presentations, originality should be sought, and the team should be as creative as possible in both the planning and construction of the project.

At the appropriate time, all projects will be presented by team representatives and teams will rate each other's projects using the Project Rating Form. Good luck!

Procedure

Your team should review the auction rules thoroughly and remember not to make assumptions! As soon as your team has acquired its project kit, the team should begin work on the project. The team must complete the project if it is to submit its project for judging. Submit your project to the group leader.

Projects will be judged by each team. Each team will be asked to select a team representative who will present their project to all other teams. The team representative may want to give a short (one minute or less) interpretation of what is presented. After each team has presented its project, teams should rate the projects using the Project Rating Form.

Once all projects have been completed, the group leader will total the ratings for each team and announce the winning project. Team projects will be placed on display for other teams to look at them at a later time.

While the ratings are being totaled, a short discussion will be conducted regarding what was experienced and learned in this leadership exercise. After your team completes its project and before time is called, discuss the exercise with other members of your team so that your team is prepared to participate in the discussion.

TEAM BID

TEAM NAME ______________________________

TEAM MEMBERS (1) ______ (2) ______ (3) ______

(4) ______ (5) ______ (6) ______

(7) ______ (8) ______ (9) ______

(10) ______ (11) ______ (12) ______

ROUND	BID	WINNING BID	WINNING TEAM
1 (Closed Bid)	______	______	______
2 (Open Bid)	______	______	______
3 (Closed Bid)	______	______	______
4 (Open Bid)	______	______	______
5 (Closed Bid)	______	______	______
6 (Open Bid)	______	______	______
7 (Closed Bid)	______	______	______
8 (Open Bid)	______	______	______
9 (Closed Bid)	______	______	______
10 (Open Bid)	______	______	______
11 (Closed Bid)	______	______	______
12 (Open Bid)	______	______	______

OBSERVATIONS

PROJECT RATING FORM

TEAM NAME ______________________

	TEAM NAME	CRITERIA			TOTAL
		THEME	ORGINALITY	CREATIVITY	
(1)					
(2)					
(3)					
(4)					
(5)					
(6)					
(7)					
(8)					
(9)					
(10)					
(11)					
(12)					

Rating System: Each team will be asked to rate each project using the criteria stated above and come to a concensus as to the most appropriate rating for the project presented. Each criteria should be rated according to the following:

Rating

5	Outstanding
4	Very Good
3	Above Average
2	Good
1	Fair
0	Poor

OPERATIONS AND CONTROL

RELATED UNIT OF INSTRUCTION:	OPERATIONS
PROJECT TITLE:	CASH REGISTER OPERATION
SUGGESTED GRADE LEVEL:	JUNIORS, SENIORS, POST SECONDARY
TIME REQUIRED TO COMPLETE PROJECT:	THREE DAYS
PROJECT RATIONALE:	CORRECT CASH REGISTER OPERATION IS ESSENTIAL IN THE RETAIL BUSINESS.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	GIVEN A REAL OR SIMULATED SITUATION, THE STUDENT WILL BE ABLE TO USE A CASH REGISTER IN A CORRECT MANNER.
PROJECT DESCRIPTION:	GIVEN REAL OR SIMULATED SITUATIONS, HAVE STUDENTS BALANCE CASH DRAWERS WITH CASH REGISTER TALLIES. ALSO, GIVEN REAL OR SIMULATED SITUATIONS, HAVE STUDENTS IDENTIFY COUNTERFEIT MONEY. A LIST OF SUGGESTED LEARNING ACTIVITIES IS INCLUDED IN THIS PROJECT.
EVALUATION PROCEDURES:	OPEN
RESOURCES REQUIRED FOR PROJECT:	SUPERVISORS OF TRAINING STATIONS, LOCAL BANKS, SECRET SERVICE OFFICIALS
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	OREGON DEPARTMENT OF EDUCATION

COURSE GOAL:

The student will be able to use a cash register in a correct manner.

PERFORMANCE INDICATORS:

Given real or simulated situations, have students balance cash drawers with cash register tallies.

Given real or simulated situations, have students identify counterfeit money.

SUGGESTED LEARNING ACTIVITIES:

Have students work in the student store to practice cash register skills. Ask supervisors to work with students at training stations to practice this skill. Include it on training plans.

Ask supervisors to work with students to identify counterfeit bills. Have supervisors test students' abilities in this area. This skill should be evaluated on training plans.

Ask resource persons from local banks to bring portfolios of counterfeit bills for students to view. Allow students to scrutinize and touch the money, and ask the resource persons to discuss how to recognize counterfeit currency.

Contact the local secret service office regarding information about counterfeit currency.

RELATED UNIT OF INSTRUCTION: OPERATIONS

PROJECT TITLE: MY BUSINESS'S LAYOUT

SUGGESTED GRADE LEVEL: SENIORS

TIME REQUIRED TO COMPLETE PROJECT: FOUR DAYS

PROJECT RATIONALE: WHEN A PERSON PLANS TO GO INTO BUSINESS FOR ONESELF, THE KNOWLEDGE OF HOW TO SET A FLOOR PLAN FOR YOUR STORE IS ESSENTIAL.

PROJECT PURPOSE AND PERFORMANCE OBJECTIVES: THE STUDENTS WILL LEARN THE PROPER TECHNIQUES NECESSARY TO DESIGN A STORE LAYOUT FOR THEIR BUSINESS.

PROJECT DESCRIPTION: THE STUDENTS WILL DEVELOP A FLOOR PLAN FOR A BUSINESS OF THEIR OWN. ON A SHEET OF POSTER BOARD, THE STUDENTS WILL DRAW A STORE LAYOUT. IN ADDITION, THE STUDENTS ARE TO PROVIDE A SAMPLE OF THE FLOOR AND WALL COVERINGS TO BE USED IN THEIR BUSINESS. AN ORAL PRESENTATION DISCUSSING THE FLOOR PLAN AND DECOR WILL BE GIVEN BY EACH STUDENT TO THE CLASS.

EVALUATION PROCEDURES: THE STUDENT WILL BE ASSIGNED POINTS IN THE FOLLOWING AREAS: ENTRANCE/EXIT, AISLES, FIXTURES, COUNTERS, CHECK OUT, CHOICE OF DEPARTMENTS, STORAGE, STAIRS, ELEVATORS, DRESSING ROOMS RESTROOMS, JUSTIFICAITON OF EACH AREA

RESOURCES REQUIRED FOR PROJECT: POSTER BOARD, PENCIL OR PEN, SAMPLES OF FLOOR AND WALL COVERINGS

MISCELLANEOUS PROJECT INFORMATION: NONE

PROJECT DEVELOPED BY: REDINA BERSCHEID, BILLINGS, MONTANA

RELATED UNIT OF INSTRUCTION:	OPERATIONS
PROJECT TITLE:	DELIVERY SYSTEMS USED BY SERVICE AND DISTRIBUTIVE BUSINESSES
SUGGESTED GRADE LEVEL:	SENIORS AND POST SECONDARY
TIME REQUIRED TO COMPLETE PROJECT:	THREE DAYS
PROJECT RATIONALE:	KNOWLEDGE OF CUSTOMER SERVICES ARE APPROPRIATE FOR MARKETING FIELDS.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	GIVEN REAL OR SIMULATED SITUATIONS, HAVE STUDENTS IDENTIFY DELIVERY SYSTEMS USED BY SERVICE AND DISTRIBUTIVE BUSINESSES.
PROJECT DESCRIPTION:	STUDENTS WILL SIMULATE PLACING ORDERS, COMPLETING ORDERS OVER THE TELEPHONE, PREPARE LAYAWAY SALE TICKETS, AND SOLVE DELIVERY PROBLEMS.
EVALUATION PROCEDURES:	OPEN
RESOURCES REQUIRED FOR PROJECT:	LAYAWAY FORMS, SALES ORDERS.
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	OREGON DEPARTMENT OF EDUCATION

COURSE GOAL:

The student will be able to explain customer services appropriate for marketing fields.

PERFORMANCE INDICATORS:

Given real or simulated situations, have students identify delivery systems used by service and distributive businesses.

SUGGESTED LEARNING ACTIVITIES:

Ask students to simulate placing orders using store catalogs and forms.

Have students complete orders over the telephone by simulation.

Have students report on the delivery systems used at their training stations.

Given simulated delivery problems, have students determine the most appropriate method of delivery for each situation and why.

Prepare a simulated layaway sale and have students go through the complete procedures (e.g., forms, records, etc.)

Have students describe their employers' gift wrapping procedures.

As a DECA activity, have students work out a gift wrapping service with a local retailer during the holiday season. Besides being a good money-maker, this activity can be good publicity for the retailer. How could this type of operation be set up for the student store?

RELATED UNIT OF INSTRUCTION:	CONTROL
PROJECT TITLE:	MODEL STORE CONTROL RECORDS
SUGGESTED GRADE LEVEL:	SENIORS, POST SECONDARY
TIME REQUIRED TO COMPLETE PROJECT:	½ HOUR FOR EACH STATEMENT
PROJECT RATIONALE:	IN ORDER TO LEARN THE FINANCIAL CONDITION OF A STORE, CONTROL RECORDS MUST BE COMPLETED CORRECTLY.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL LEARN HOW TO COMPLETE FINANCIAL RECORDS FOR A STORE THROUGH COMPLETING SAMPLE FORMS WITH COMPLETE ACCURACY.
PROJECT DESCRIPTION:	THE STUDENT WILL COMPLETE SALES RECAPS, DAILY CASH RECONCILIATIONS, INCOME STATEMENTS, DEPOSIT SLIPS, CHANGE FUNDS AND WILL RECORD RECEIPTS AND EXPENSES FOR A MODEL STORE.
EVALUATION PROCEDURES:	ONE POINT IS GIVEN FOR EACH CORRECT ANSWER ON EACH FINANCIAL STATEMENT.
RESOURCES REQUIRED FOR PROJECT:	A MODEL STORE, CASH REGISTER TOTALS OR GIVEN INFORMATION ABOUT THE FINANCIAL CONDITION OF A STORE.
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	VALLEY CITY MULTI-DISTRICT VOCATIONAL CENTER VALLEY CITY, NORTH DAKOTA

CONTROL

NUMBER	ASSIGNMENT	DATE COMPLETED	GRADE
1.	Make and duplicate the following forms. Examples are given.		
2.	Complete daily sales recaps.		
3.	Complete daily Cash Reconciliation.		
4.	Fill out 2 column journal daily. Receipts and Expenses.		
5.	Fill out deposit slips every Friday.		
6.	Fill out Weekly Income Statement.		
7.	Have change funds kept up to date daily.		
8.	Report shortages to personnel department.		

The above assignments have been completed by the student.

Student________________________________

Teacher-Coordinator________________________

Model Store Reconcilement

Names____________________________ Date____________________

TOTAL SALES_________________________

ADD: Under-rings____________________

DEDUCT: Over-rings__________________

Adjusted Total Sales________________

Cash Count

Checks_______________

Currency_____________

Coin_________________

Total Cash$__________

TOTAL CASH __________________________

Less: ADJ. TOT. SALES _______________

Equals Cash Change Fund______________

CASH ON__________ CASH SHORT__________ CASH LONG_________

MODEL STORE RECAP

	Beg. Read.	End Read.	Sales	Returns	Net Sales
Dept. 1	$________	$________	$_____	$______	$________
Dept. 2	$________	$________	$_____	$______	$________
Dept. 3	$________	$________	$_____	$______	$________
Dept. 4	$________	$________	$_____	$______	$________
Dept. 5	$________	$________	$_____	$______	$________
Dept. 6	$________	$________	$_____	$______	$________
Dept. 7	$________	$________	$_____	$______	$________
Dept. 8	$________	$________	$_____	$______	$________

TOTAL SALES $__________

Sheet No.____________ Account No.__________

Terms NAME

Rating ADDRESS

Credit Limit

Date 19____	Items	Folio	✓	Debits	Credits	Balance

Sheet No.__________ Account No.__________

Terms NAME

Rating ADDRESS

Credit Limit

	Date 19____	Items	Folio	✓	Debits	Credits	Balance

30 31

MODEL STORE DEPOSIT SLIP

CHECKS-______________________________

CURRENCY-____________________________

COIN-________________________________

TOTAL DEPOSIT GROSS__________________

GROSS DEPOSIT________________________

LESS: CHANGE_________________________

NET DEPOSIT__________________________

MODEL STORE INCOME STATEMENT

SALES______________________________

COST OF GOODS SOLD__________________

GROSS PROFIT:___ __________________

EXPENSES:

1. Supplies ___________
2. Advertising ___________
3. Repairs ___________
4. Decorations ___________
5. Other ___________

TOTAL EXPENSES ____________________

GROSS PROFIT:__________________________

LESS: EXPENSES_________________________

NET PROFIT ___________________________

MERCHANDISING MATH

RELATED UNIT OF INSTRUCITON:	MERCHANDISING (MATH)
PROJECT TITLE:	UNIT PRICING
SUGGESTED GRADE LEVEL:	SENIORS
TIME REQUIRED TO COMPLETE PROJECT:	ONE DAY
PROJECT RATIONALE:	UNIT PRICING IS USED IN THE OPERATION OF RETAIL AND WHOLESALE BUSINESSES. AN EMPLOYEE IN THIS BUSINESS MUST KNOW THE PROCEDURE FOR COMPUTING UNIT PRICES.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL LEARN THROUGH A WORKSHEET, HOW TO COMPUTE UNIT PRICING PROBLEMS.
PROJECT DESCRIPTION:	A WORKSHEET WITH UNIT PRICING PROBLEMS IS PROVIDED. AN ANSWER KEY IS ATTACHED.
EVALUATION PROCEDURES:	ONE POINT IS GIVEN FOR EACH CORRECT ANSWER.
RESOURCES REQUIRED FOR PROJECT:	ATTACHED SHEET AND ANSWER KEY.
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	REDINA BERSCHEID, BILLINGS, MONTANA

NAME ____________ DATE ________ GRADE ________ COUNT: Correct ______ Error ______ Time: 1 min.

UNIT PRICING

7 @ 3/3.69	5 @ 3/2.98	1 @ 2/1.19	4 @ 6/2.89	9 @ 5/1.39	10 @ 5/1.45
4 @ 3/3.69	6 @ 4/.88	9 @ 4/1.25	5 @ .75 ea.	9 @ 2.50 ea.	2 @ 4/1.50
5 @ 3/2.98	1 @ 2/1.25	4 @ 6/3.00	5 @ .59 ea.	2 @ 4.50 ea.	2 @ 3/2.98
3 @ 5/.69	4 @ 6/7.25	3 @ 4.50ea	4 @ .59 ea.	4 @ 3/1.15	3 @ 1.15 ea.
3 @ 3/9.00	4 @ 3/6.00	4 @ 4/5.25	5 @ 3/3.50	5 @ 6/1.00	4 @ 4.50 ea.
3 @ 2/.50	2 @ 3/.69	4@ 3/.25	5 @ 6/1.00	4 @ 3/1.00	7 @ 5/.75
3 @ 4/1.00	4 @ 3/.89	4 @ 3/.80	5 @ 5/1.00	6 @ 3/2.00	8 @ 4/2.00
3 @ 4/.25	3 @ 4/1.00	4 @ 6/ 7.25	3 @ 5/.69	2 @ 4.50 ea.	3 @ 1.15 ea.

87

88

RELATED UNIT OF INSTRUCTION:	MERCHANDISING (MATH)
PROJECT TITLE:	MULTIPLE PRICING BY ¼ and ½
SUGGESTED GRADE LEVEL:	SENIORS, JUNIORS
TIME REQUIRED TO COMPLETE PROJECT:	ONE DAY
PROJECT RATIONALE:	MULTIPLE PRICING IS USED BY MANAGEMENT AND CONSUMERS IN A RETAIL BUSINESS ENVIRONMENT.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL LEARN THROUGH THE USE OF A WORKSHEET HOW TO COMPUTE VARIOUS MULTIPLE PRICING PROBLEMS.
PROJECT DESCRIPTION:	TWO WORKSHEETS WITH MULTIPLE PRICING PROBLEMS ARE PROVIDED. ONE SHEET CONSISTS OF PROBLEMS BY ¼, AND THE OTHER SHEET CONSISTS OF PROBLEMS BY ½.
EVALUATION PROCEDURES:	ONE POINT IS ASSIGNED FOR EACH CORRECT ANSWER.
RESOURCES REQUIRED FOR PROJECT:	ATTACHED SHEETS
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	REDINA BERSCHEID, BILLINGS, MONTANA

NAME__________ DATE__________ GRADE__________ COUNT: Correct _____ Error _____ Time: 1 min.

MULTIPLE PRICING by ½

1½ yd @ .99 /yd ______	2½ yd @ .78/yd ______	1½ yd @ .69/yd ______	5½ yd @ .59/yd ______	4½ yd @ 1.69/yd ______	½ yd @ 2.77/yd ______
½ yd @ 6.88 / yd ______	4½ yd @ 5.89/yd ______	3½ yd @ 4.50/yd ______	3½ yd @ 2.44/yd ______	2½ yd @ .88/yd ______	9½yd @ 2.70/yd ______
2½ yd @ 4.50/yd ______	3½ yd @ 5.89/yd ______	2½ yd @ .78/yd ______	4½ yd @ 1.55/yd ______	7 yd @ 2.70/yd ______	3½yd @ 5.69/yd ______
2½ yd @ 2.50/yd ______	3½ yd @ .46/yd ______	7½ yd @ 5.49/yd ______	9½ yd @ 4.50/yd ______	8½ yd @ 3.50/yd ______	8½ yd @ .35/yd ______
5½ yd @ .35 / yd ______	4½ yd @ 4.78/yd ______	3½ yd @ 2.50/yd ______	5½ yd @ .59/yd ______	8½ yd @ .89/yd ______	6½ yd @ .49/yd ______
5½ yd @ 2.50/yd ______	3½ yd @ .59/yd ______	7½ yd @ 2.70/yd ______	5½ yd @ 3.59/yd ______	4½ yd @ .69/yd ______	3½ yd @ 4.49/yd ______
3½ yd @ 5.89/yd ______	2½ yd @ 1.50/yd ______	5½ yd @ .69/yd ______	4½ yd @ 3.50/yd ______	5½ yd. @ .25 / yd ______	4½ yd 4.78/yd ______

Name________________ Date__________ Grade_____ Count: Correct______ Error______ Time 1 min.

MULTIPLE PRICING BY ½

1½ yd @ .99 / yd	2½ yd @ .78/ yd	1½ yd @ .69/yd	5½ yd @ .59/yd	4½ yd @ 1.69/yd	½ yd @ 3.77/yd
½ yd @ 6.88/yd	2½ yd @ 4.50/yd	7 yd @ 2.70/yd	2½ yd @ .88/yd	3½ yd @ .69/ yd	1½ yd @ 1.49/yd
4½ yd @ 5.89/yd	3½ yd @ 5.89/yd	2½ yd @ 2.50/yd	3½ yd @ .46/yd	6½ yd @ 2.89/yd	1½ yd @ 3.50/yd
3½ yd @ 4.50/yd	2½ yd @ .78/yd	2½ yd @ .88/yd	2½ yd @ 4.50/yd	½ yd @ 6.88/yd	4½ yd @ 1.69/yd
3½ yd @ 2.44/yd	4½ yd @ 1.55/yd	2½ yd @ 5.75/yd	5½ yd @ 3.59/yd	8½ yd @ 2.40/yd	5½ yd @ 3.50/yd
2½ yd @ .88/ yd	7 yd @ 2.70/yd	5yd @ 2.00/yd	8 yd @ 7.50/yd	6½ yd @ 2.89/yd	½ yd @ 6.88/yd
9½ yd @ 2.70 / yd	3½ yd @ 5.69/yd	2½ yd @ .44/yd	3½ yd @ .90/yd	2½ yd @ .75/ yd	6½ yd @ 3.50/yd

UNIT PRICING KEY (Left to Right)

$8.61, 4.98, .60, 1.96, 3.06, 2.90

$4.92, 1.32, 2.82, 3.75, 22.50, .76

$4.98, .63, 2.00, 2.95, 9.00, 2.00

$.42, 4.80, 13.50, 2.36, 1.56, 3,45

$9.00, 8.00, 5.25, 5.85, .85, 18.00

$.75, .46, .36, .85, 1.36, 1.12

$.75, 1.20, 1.08, 1.00, 4.02, 4.00

$.27, .75, 4.84, .42, 9.00, 3.45

MULTIPLE PRICING BY ¼

$1.23, 1.75, .86, 3.09, 7.18, .69
$1.72, 25.03, 14.62, 7.93, 1.98, 24.97

$10.01, 19.14, 1.75, 6.58, 18.90, 18.49

$5.62, 1.49, 39.80, 41.62, 28.87, 2.88

$1.83, 20.31, 8.125, 3.09, 7.34, 3.06

$13.12, 1.91, 19.57, 18.84, 2.93, 14.59

$19.14, 3.37, 3.62, 14.87, 1.31, 20.31

MULTIPLE PRICING BY ½

$1.48, 1.95, 1.03, 3.24, 7.60, 1,88

$3.44, 11.25, 18.90, 2.20, 2.41, 2.23

$26.50, 20.61, 6.25, 1.61, 18.78, 5.25

$15.75, 1.95, 2.20, 11.25, 3.44, 7.60

$8.54, 6.97, 14.37, 13.74, 20,40, 19.25

$2.20, 18.90, 10.00, 60.00, 18.78, 3.44

$25.65, 19.91, 1.10, 3.15, 1.87, 21.75

RELATED UNIT OF INSTRUCTION:	MERCHANDISING (MATH)
PROJECT TITLE:	COMPUTING PERCENTAGES OF MONEY
SUGGESTED GRADE LEVEL:	SENIORS
TIME REQUIRED TO COMPLETE PROJECT:	ONE MINUTE EACH DAY UNTIL 100% COMPETENT
PROJECT RATIONALE:	THIS IS A FORM OF PRECISION TEACHING WHICH WILL HELP A STUDENT REACH A COMPETENT LEVEL IN CHANGING PERCENTS TO DECIMALS AND COMPUTING PERCENTAGES OF MONEY.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL LEARN THROUGH REPETITION HOW TO CHANGE THE VALUE OF MONEY TO A FRACTION AND CHANGE A PERCENTAGE TO A DECIMAL.
PROJECT DESCRIPTION:	THE STUDENT IS GIVEN A FACT SHEET ON PERCENTAGES OF MONEY AND CHANGING A PERCENT TO A DECIMAL. THE STUDENT IS TIMED FOR ONE MINUTE TO COMPLETE THE FACT SHEET WITH 100% COMPETENCEY.
EVALUATION PROCEDURES:	KEEP AN ACCURATE RECORD OF THE NUMBER OF ERRORS AND THE NUMBER OF CORRECT ON A PROGRESS CHART. COUNT EACH DIGIT AS THE NUMBER OF CORRECT AND ERRORS.
RESOURCES REQUIRED FOR PROJECT:	ATTACHED SHEETS AND PROGRESS CHART.
MISCELLANEOUS PROJECT INFORMATION:	GOOD TO USE THIS PROJECT WITH LEARNING DISABLED STUDENTS AND SLOW LEARNERS AS WELL AS THE WHOLE CLASS.
PROJECT DEVELOPED BY:	REDINA BERSCHEID, BILLINGS, MONTANA

NAME__________ DATE__________ GRADE__________ COUNT: Correct: __________ error__________ TIME: 1 min.

CHANGE % to decimal 20% = .20 .09% =.0009

7%	______	10%	______	100%	______	(7)
10%	______	.25%	______	.50%	______	(20)
15%	______	15%	______	6%	______	(29)
20%	______	.18%	______	.2%	______	(41)
.25%	______	17%	______	200%	______	(50)
33%	______	3%	______	35%	______	(59)
8%	______	2%	______	21%	______	(68)
2%	______	12%	______	.07%	______	(80)
.1%	______	.5%	______	.4%	______	(92)
6%	______	10%	______	.01%	______	(103)
7%	______	20%	______	8%	______	(112)
.09%	______	80%	______	.09%	______	(125)
45%	______	60%	______	25%	______	(134)
.03%	______	.01%	______	89%	______	(147)
3%	______	8%	______	8.9%	______	(158)
2%	______	10%	______	6.5%	______	(167)
1%	______	5%	______	.54%	______	(178)

NAME__________ DATE__________ GRADE______ COUNT: correct______ error______ TIME: 1 min.

PERCENTAGES OF MONEY 1¢ = 1/100 = 1% of a dollar

1¢ = ______ = ______ of dollar 10¢ = ______ = ______ of dollar (5)

5¢ = ______ = ______ of dollar 25¢ = ______ = ______ of dollar (10)

10¢ = ______ = ______ of dollar 5¢ = ______ = ______ of dollar (15)

25¢ = ______ = ______ of dollar 7¢ = ______ = ______ of dollar (20)

50¢ = ______ = ______ of dollar 15¢ = ______ = ______ of dollar (26)

1.00 = ______ = ______ of dollar 1.00 = ______ = ______ of dollar (34)

2.00 = ______ = ______ of dollar 1¢ = ______ = ______ of dollar (40)

3.00 = ______ = ______ of dollar 10¢ = ______ = ______ of dollar (47)

50¢ = ______ = ______ of dollar 5¢ = ______ = ______ of dollar (52)

75¢ = ______ = ______ of dollar 2.00 = ______ = ______ of dollar (59)

35¢ = ______ = ______ of dollar 60¢ = ______ = ______ of dollar (65)

18¢ = ______ = ______ of dollar 90¢ = ______ = ______ of dollar (71)

20¢ = ______ = ______ of dollar 65¢ = ______ = ______ of dollar (77)

45¢ = ______ = ______ of dollar 50¢ = ______ = ______ of dollar (83)

30¢ = ______ = ______ of dollar 3.00 = ______ = ______ of dollar (90)

28¢ = ______ = ______ of dollar 70¢ = ______ = ______ of dollar (96)

3¢ = ______ = ______ of dollar 45¢ = ______ = ______ of dollar (101)

5¢ = ______ = ______ of dollar 25¢ = ______ = ______ of dollar (106)

NAME KEY DATE________ GRADE________ COUNT: Correct:______ error______ TIME: 1 min.

CHANGE % to decimal 20% = .20 .09% = .0009

7% .007
10% .10
15% .15
20% .20
.25% .0025
33% .33
8% .08
2% .02
.1% .001
6% .06
7% .07
.09% .0009
45% .45
.03% .0003
3% .03
2% .02
1% .01

10% .10
.25% .0025
15% .15
.18% .0018
17% .17
3% .03
2% .02
12% .12
.5% .005
10% .10
20% .20
80% .80
60% .60
.01% .0001
8% .08
10% .10
5% .05

100% 100
.50% .0050
6% .06
.2% .02
200% .200
35% .35
21% .21
.07% .0007
.4% .04
.01% .0001
8% .08
.09% .0009
25% .25
89% .89
8.9% .089
6.5% .065
.54% .0054

103

104

65

NAME KEY DATE______ GRADE______ COUNT: correct______ error______ TIME: 1 min.

PERCENTAGES OF MONEY

1¢ = 1/100 = 1% of a dollar

1¢ = 1/100 = 1% of dollar

5¢ = 5/100 = 5% of dollar

10¢ = 10/100 = 10% of dollar

25¢ = 25/100 = 25% of dollar

50¢ = 50/100 = 50% of dollar

1.00 = 1.00/100 = .01% of dollar

2.00 = 2.00/100 = .02% of dollar

3.00 = 3.00/100 = .03% of dollar

50¢ = 50/100 = 50% of dollar

75¢ = 75/100 = 75% of dollar

35¢ = 35/100 = 35% of dollar

18¢ = 18/100 = 18% of dollar

20¢ = 20/100 = 20% of dollar

45¢ = 45/100 = 45% of dollar

30¢ = 30/100 = 30% of dollar

28¢ = 28/100 = 28% of dollar

3¢ = 3/100 = 3% of dollar

5¢ = 5/100 = 5% of dollar

10¢ = 10/100 = 10% of dollar

25¢ = 25/100 = 25% of dollar

5¢ = 5/100 = 5% of dollar

7¢ = 7/100 = 7% of dollar

15¢ = 15/100 = 15% of dollar

1.00 = 1.00/100 = .01% of dollar

1¢ = 1/100 = 1% of dollar

10¢ = 10/100 = 10% of dollar

5¢ = 5/100 = 5% of dollar

2.00 = 2.00/100 = .02% of dollar

60¢ = 60/100 = 60% of dollar

90¢ = 90/100 = 90% of dollar

65¢ = 65/100 = 65% of dollar

50¢ = 50/100 = 50% of dollar

3.00 = 3.00/100 = .03% of dollar

70¢ = 70/100 = 70% of dollar

45¢ = 45/100 = 45% of dollar

25¢ = 25/100 = 25% of dollar

DAY OF WEEK

WORKSHEET NUMBER ______

NAME OF STUDENT		M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	COMMENTS
107																	108

RELATED UNIT OF INSTRUCTION: MERCHANDISING (MATH)

PROJECT TITLE: COMPUTING PROPER FRACTIONS BY 1/3 and 2/3

SUGGESTED GRADE LEVEL: JUNIORS AND SENIORS

TIME REQUIRED TO COMPLETE PROJECT: 1 MINUTE EACH DAY UNTIL COMPETENT

PROJECT RATIONALE: THIS IS USED TO RECALL MEMORY FOR MATH FACTS AND HELPS TO PREPARE STUDENTS FOR COMPUTING PERCENTAGES.

PROJECT PURPOSE AND PERFORMANCE OBJECTIVES: THE STUDENT WILL BECOME COMPETENT IN COMPUTING PROPER FRACTIONS OF A GIVEN NUMBER. A WORKSHEET WILL BE GIVEN TO EACH STUDENT EVERY DAY FOR ONE MINUTE UNTIL 100% COMPETENCY IS REACHED.

PROJECT DESCRIPTION: THE STUDENT IS GIVEN A FACT SHEET ON PROPER FRACTIONS. THE STUDENT IS GIVEN ONE MINUTE TO COMPLETE THE FACT SHEET WITH LITTLE OR NO ERRORS. THE GOAL IS TO REACH 100% COMPETENCY.

EVALUATION PROCEDURES: EACH DIGIT IS COUNTED TOWARD THE NUMBER CORRECT AND ERRORS. RECORD EACH STUDENTS SCORE ON THE GIVEN CHART TO SEE THEIR PROGRESS.

RESOURCES REQUIRED FOR PROJECT: ATTACHED SHEETS

MISCELLANEOUS PROJECT INFORMATION: THIS IS A FORM OF PRECISION TEACHING WHICH IS GOOD TO USE WITH LEARNING DISABLED STUDENTS AND SLOW LEARNERS.

PROJECT DEVELOPED BY: REDINA BERSCHEID, BILLINGS, MONTANA

Name____________________ Date_______ Grade_______ Count: correct_____ error_____ Time: 1 min.

PROPER FRACTIONS - $\frac{1}{3}$

$\frac{1}{3}$ of 3=	$\frac{1}{3}$ of 9=	$\frac{1}{3}$ of 12=	$\frac{1}{3}$ of 6=	$\frac{1}{3}$ of 21=	$\frac{1}{3}$ of 27=	$\frac{1}{3}$ of 15=	$\frac{1}{3}$ of 24=	$\frac{1}{3}$ of 18=	$\frac{1}{3}$ of 30=	(11)
$\frac{1}{3}$ of 30=	$\frac{1}{3}$ of 18=	$\frac{1}{3}$ of 24=	$\frac{1}{3}$ of 15=	$\frac{1}{3}$ of 27=	$\frac{1}{3}$ of 21=	$\frac{1}{3}$ of 6=	$\frac{1}{3}$ of 12=	$\frac{1}{3}$ of 9=	$\frac{1}{3}$ of 3=	(22)
$\frac{1}{3}$ of 9=	$\frac{1}{3}$ of 6=	$\frac{1}{3}$ of 27=	$\frac{1}{3}$ of 24=	$\frac{1}{3}$ of 30=	$\frac{1}{3}$ of 3=	$\frac{1}{3}$ of 12=	$\frac{1}{3}$ of 21=	$\frac{1}{3}$ of 15=	$\frac{1}{3}$ of 18=	(33)
$\frac{1}{3}$ of 18=	$\frac{1}{3}$ of 15=	$\frac{1}{3}$ of 21=	$\frac{1}{3}$ of 12=	$\frac{1}{3}$ of 3=	$\frac{1}{3}$ of 30=	$\frac{1}{3}$ of 24=	$\frac{1}{3}$ of 27=	$\frac{1}{3}$ of 6=	$\frac{1}{3}$ of 9=	(44)
$\frac{1}{3}$ of 6=	$\frac{1}{3}$ of 24=	$\frac{1}{3}$ of 3=	$\frac{1}{3}$ of 21=	$\frac{1}{3}$ of 18=	$\frac{1}{3}$ of 9=	$\frac{1}{3}$ of 27=	$\frac{1}{3}$ of 30=	$\frac{1}{3}$ of 12=	$\frac{1}{3}$ of 15=	(55)
$\frac{1}{3}$ of 15=	$\frac{1}{3}$ of 12=	$\frac{1}{3}$ of 30=	$\frac{1}{3}$ of 27=	$\frac{1}{3}$ of 9=	$\frac{1}{3}$ of 18=	$\frac{1}{3}$ of 21=	$\frac{1}{3}$ of 3=	$\frac{1}{3}$ of 24=	$\frac{1}{3}$ of 6=	(66)
$\frac{1}{3}$ of 24=	$\frac{1}{3}$ of 21=	$\frac{1}{3}$ of 9=	$\frac{1}{3}$ of 30=	$\frac{1}{3}$ of 15=	$\frac{1}{3}$ of 6=	$\frac{1}{3}$ of 3=	$\frac{1}{3}$ of 18=	$\frac{1}{3}$ of 27=	$\frac{1}{3}$ of 12=	(77)
$\frac{1}{3}$ of 12=	$\frac{1}{3}$ of 27=	$\frac{1}{3}$ of 18=	$\frac{1}{3}$ of 3=	$\frac{1}{3}$ of 6=	$\frac{1}{3}$ of 15=	$\frac{1}{3}$ of 30=	$\frac{1}{3}$ of 9=	$\frac{1}{3}$ of 21=	$\frac{1}{3}$ of 24=	(88)
$\frac{1}{3}$ of 21=	$\frac{1}{3}$ of 30=	$\frac{1}{3}$ of 6=	$\frac{1}{3}$ of 18=	$\frac{1}{3}$ of 12=	$\frac{1}{3}$ of 24=	$\frac{1}{3}$ of 9=	$\frac{1}{3}$ of 15=	$\frac{1}{3}$ of 3=	$\frac{1}{3}$ of 27=	(99)
$\frac{1}{3}$ of 27= 111	$\frac{1}{3}$ of 3=	$\frac{1}{3}$ of 15=	$\frac{1}{3}$ of 9=	$\frac{1}{3}$ of 24=	$\frac{1}{3}$ of 12=	$\frac{1}{3}$ of 18=	$\frac{1}{3}$ of 6=	$\frac{1}{3}$ of 30=	$\frac{1}{3}$ of 21=	(110)

Name______________________ Date________ Grade________ Count: correct______ error______ Time: 1 min.

PROPER FRACTIONS $\frac{2}{3}$

$\frac{2}{3}$ of 6 = (6 ÷ 3) x 2 = 4

$\frac{2}{3}$ of 6= ____	$\frac{2}{3}$ of 15= ____	$\frac{2}{3}$ of 3= ____	$\frac{2}{3}$ of 21= ____	$\frac{2}{3}$ of 9= ____	$\frac{2}{3}$ of 24= ____	$\frac{2}{3}$ of 30= ____	$\frac{2}{3}$ of 12= ____	$\frac{2}{3}$ of 18= ____	$\frac{2}{3}$ of 27= ____	(16)
$\frac{2}{3}$ of 27= ____	$\frac{2}{3}$ of 18= ____	$\frac{2}{3}$ of 12= ____	$\frac{2}{3}$ of 30= ____	$\frac{2}{3}$ of 24= ____	$\frac{2}{3}$ of 9= ____	$\frac{2}{3}$ of 21= ____	$\frac{2}{3}$ of 3= ____	$\frac{2}{3}$ of 15= ____	$\frac{2}{3}$ of 6= ____	(32)
$\frac{2}{3}$ of 15= ____	$\frac{2}{3}$ of 21= ____	$\frac{2}{3}$ of 24= ____	$\frac{2}{3}$ of 12= ____	$\frac{2}{3}$ of 27= ____	$\frac{2}{3}$ of 6= ____	$\frac{2}{3}$ of 3= ____	$\frac{2}{3}$ of 9= ____	$\frac{2}{3}$ of 30= ____	$\frac{2}{3}$ of 18= ____	(48)
$\frac{2}{3}$ of 18= ____	$\frac{2}{3}$ of 30= ____	$\frac{2}{3}$ of 9= ____	$\frac{2}{3}$ of 3= ____	$\frac{2}{3}$ of 6= ____	$\frac{2}{3}$ of 27= ____	$\frac{2}{3}$ of 12= ____	$\frac{2}{3}$ of 24= ____	$\frac{2}{3}$ of 21= ____	$\frac{2}{3}$ of 15= ____	(64)
$\frac{2}{3}$ of 21= ____	$\frac{2}{3}$ of 12= ____	$\frac{2}{3}$ of 6= ____	$\frac{2}{3}$ of 9= ____	$\frac{2}{3}$ of 18= ____	$\frac{2}{3}$ of 15= ____	$\frac{2}{3}$ of 24= ____	$\frac{2}{3}$ of 27= ____	$\frac{2}{3}$ of 3= ____	$\frac{2}{3}$ of 30= ____	(80)
$\frac{2}{3}$ of 30= ____	$\frac{2}{3}$ of 3= ____	$\frac{2}{3}$ of 27= ____	$\frac{2}{3}$ of 24= ____	$\frac{2}{3}$ of 15= ____	$\frac{2}{3}$ of 18= ____	$\frac{2}{3}$ of 9= ____	$\frac{2}{3}$ of 6= ____	$\frac{2}{3}$ of 12= ____	$\frac{2}{3}$ of 21= ____	(96)
$\frac{2}{3}$ of 12= ____	$\frac{2}{3}$ of 9= ____	$\frac{2}{3}$ of 15= ____	$\frac{2}{3}$ of 27= ____	$\frac{2}{3}$ of 30= ____	$\frac{2}{3}$ of 21= ____	$\frac{2}{3}$ of 6= ____	$\frac{2}{3}$ of 18= ____	$\frac{2}{3}$ of 24= ____	$\frac{2}{3}$ of 3= ____	(112)
$\frac{2}{3}$ of 3= ____	$\frac{2}{3}$ of 24= ____	$\frac{2}{3}$ of 18= ____	$\frac{2}{3}$ of 6= ____	$\frac{2}{3}$ of 21= ____	$\frac{2}{3}$ of 30= ____	$\frac{2}{3}$ of 27= ____	$\frac{2}{3}$ of 15= ____	$\frac{2}{3}$ of 9= ____	$\frac{2}{3}$ of 12= ____	(128)
$\frac{2}{3}$ of 9= ____	$\frac{2}{3}$ of 27= ____	$\frac{2}{3}$ of 21= ____	$\frac{2}{3}$ of 18= ____	$\frac{2}{3}$ of 3= ____	$\frac{2}{3}$ of 12= ____	$\frac{2}{3}$ of 15= ____	$\frac{2}{3}$ of 30= ____	$\frac{2}{3}$ of 6= ____	$\frac{2}{3}$ of 24= ____	(144)
$\frac{2}{3}$ of 24= ____	$\frac{2}{3}$ of 6= ____	$\frac{2}{3}$ of 30= ____	$\frac{2}{3}$ of 15= ____	$\frac{2}{3}$ of 12= ____	$\frac{2}{3}$ of 3= ____	$\frac{2}{3}$ of 18= ____	$\frac{2}{3}$ of 21= ____	$\frac{2}{3}$ of 27= ____	$\frac{2}{3}$ of 9= ____	(160)

RELATED UNIT OF INSTRUCTION:	MERCHANDISING
PROJECT TITLE:	MANUFACTURER DISCOUNTS
SUGGESTED GRADE LEVEL:	SENIORS, POST SECONDARY
TIME REQUIRED TO COMPLETE PROJECT:	ONE DAY FOR EACH EXERCISE
PROJECT RATIONALE:	EMPLOYEES AND EMPLOYERS MUST KNOW MANUFACTURER DISCOUNT TERMS AND HOW TO COMPUTE THEM.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL LEARN MANUFACTURER DISCOUNT TERMS AND HOW TO COMPUTE EACH OF THEM WITH THE USE OF COMPLETING WORK PROBLEMS.
PROJECT DESCRIPTION:	HANDOUTS ON DISCOUNT TERMINOLOGY AND WORKSHEETS ON MANUFACTURER DISCOUNT PROBLEMS ARE GIVEN. A POST-TEST IS PROVIDED.
EVALUATION PROCEDURES:	ONE POINT FOR EACH CORRECT ANSWER
RESOURCES REQUIRED FOR PROJECT:	ATTACHED SHEETS
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	VALLEY CITY MULTI-DISTRICT VOCATIONAL CENTER VALLEY CITY, NORTH DAKOTA

HANDOUT SHEET #1

MANUFACTURERS' DISCOUNTS

1. trade discount--a reduction in price given to a certain class of buyers.

2. list price--a dollar amount that the retailer sells an item to the consumer. This is sometimes suggested by the manufacturer.

3. C.O.D.--cash on delivery. This means the merchandise must be paid for before it is delivered to the retailer.

4. 2/10, net 30--Terms established by the manufacturer. A 2% discount is allowed if the merchandise is paid for in 10 days from date of invoice. Net amount if paid for within 30 days.

5. 3/10, E.O.M.--A 3% discount may be taken by the retailer if he pays for the merchandise within 10 days after the end of the month that the merchandise is invoiced for.

6. R.O.G.--receipt of goods. The discount period does not begin until the day that the customer receives the goods.

7. anticipation--When a vendor allows a buyer an extra discount in addition to the cash discount if the bill is paid prior to the expiration of the cash discount period.

8. F.O.B.--The seller places the merchandise "free on board" the carrier at the point of shipment, with the buyer paying all freight charges from that point.

9. freight allowance--a specified amount of the freight charges is paid by the seller. Usually means only a partial amount of the freight.

10. FFA--full freight allowed. All freight charges are paid by the seller.

11. seasonal discount--a special discount is offered to all retailers who place orders well in advance of the normal buying period.

12. promotional discount--a discount given for advertising the vendors product.

13. cash discount--when credit terms are extended by vendors, a premium known as a cash discount is often granted for immediate payment or for payments in advance of a specified time.

14. dating--refers to the time limits governing payment for purchases.

15. consignment buying--Goods sold on consignment remain the property of the seller, and the merchant does not assume the financial risk involved in an ordinary purchase because he does not have to pay for the goods until he sells them. He may return any merchandise he is unable to sell, provided it is in good condition.

HANDOUT SHEET #2
MANUFACTURERS DISCOUNTS

Define or briefly explain the meaning of each of the following list of terms. Use additional paper if necessary.

1. Seasonal discount--
2. 3/10, E.O.M.--
3. R.O.G.--
4. Promotional discount--
5. cash discount--
6. dating--
7. consignment buying--
8. freight allowance--
9. anticipation--
10. 2/10, net 30--
11. list price--
12. trade discount--
13. quantity discount--
14. FFA--
15. F.O.B.--
16. C.O.D.--
17. advertising allowance--

HANDOUT SHEET #3

MANUFACTURERS DISCOUNTS

Find the amount paid in each of the following cases if the cash discount is taken. Answers should be rounded to the nearest penny. Show all of your work.

$525; terms 2/10, n/30

$800; terms 2/10, n/30

$900; terms 3/20, n/45

$675; terms 1/10, n/30

On October 27 Jones and Smith sold material whose list price was $600.00 to J and G company. The trade discount was 45% and terms of the invoice were 2/10, n/30. If the invoice was paid on October 31, how much did Jones and Smith receive?

HANDOUT SHEET #4

MANUFACTURERS' DISCOUNTS

1. A percentage can be expressed as a decimal. Change the following to decimals.

a. 10% = .______
b. 1% = .______
c. 3 1/2% = .______
d. 35% = .______
e. 85 1/2% = .______

2. The word of means multiply. Work the following.

a. 10% of 100 = ______
b. 20% of 300 = ______
c. 15% of $4.50 = ______
d. 9% of $6.80 = ______
e. 6% of $8.00 = ______

3. A manufacturer offers to lower some prices by a certain % and give a discount. Figure the amount the price will be reduced in each case.

Amount of Discount
a. A $10.00 item reduced 10% = ______
b. A $20.00 item reduced 20% = ______
c. A $15.00 item reduced 8% = ______
d. A $45.00 item reduced 12% = ______
e. A $60.00 item reduced 40% = ______

4. Each of the items discounted in problem 3 now have a new discounted price. List the new price below.

Item Discounted Price
a ______________
b ______________
c ______________
d ______________
e ______________

HANDOUT #5

1. A discount can be expressed as either a percent or a decimal. Change the following to percents.

a. .01 = ______%
b. .10 = ______%
c. .35 = ______%
d. .035= ______%
e. .010= ______%

2. The word of means multiply. Work the following.

a. 7% of $1.00 = ______
b. 8% of $2.00 = ______
c. 10% of $3.50 = ______
d. 19% of $3.00 = ______
e. 20% of $4.00 = ______

3. A supplier reduces a price if a buyer will pay cash for it. Work out the discount or reduction for each of these situations.

a. A $20 item reduced 15% = ______
b. A $40 item reduced 25% = ______
c. A $60 item reduced 30% = ______
d. A $90 item reduced 18% = ______
e. A $215 item reduced 40% = ______

POST-TEST

MANUFACTURERS' DISCOUNTS

DIRECTIONS: Answer each of the following questions. Show all of your work. Use extra paper if necessary.

1. A store receives a shipment of clothes for $300.00. The invoice is dated April 15 and shows the terms as 3/10, n/30, E.O.M. When must the shipment be paid for in order to be eligible for the discount? What is the amount due if the discount is taken? What is the last date for payment in full?

2. Assume that merchandise shipped August 15 was billed at $3,000 with terms 2/10, net 30, f.o.b. destination, and that the bill was paid on the day the cash discount expired. On what date was the bill paid and what was the amount of the check?

3. The manufacturers suggested list price on an article is $25.00. A quantity discount of 35% is offered to the retailer. Freight terms are full freight allowed. What is the cost to the retailer?

POST-TEST

CASH DISCOUNTS

DIRECTIONS:

1. As a progressive manufacturer, why would you extend terms to retailers such as 2/10, net 30?

   1.

   2.

2. If you were the manager of a local retail store why would you try to take advantage of cash discounts offered by manufacturers from which you buy your products?

   1.

   2.

3. As a buyer for a Mens and Boys Shop you purchased two dozen men's shirts at 2/10, net 30 on May 28. They were shipped on June 17. When must it be paid in order to earn the discount?__________________________.

   When is the full amount due?_____________________. If you don't have the cash on hand to pay the bill in time for the discount, what two courses of action are open to you?

   1.

   2.

POST-TEST

MANUFACTURERS DISCOUNTS

DIRECTIONS:

Define or briefly explain the meaning of the following terms. Use additional paper if necessary.

1. C.O.D.--
2. F.O.B.--
3. R.O.G.--
4. FFA--
5. trade discount--
6. list price--
7. 2/10, net 30--
8. anticipation--
9. freight allowance--
10. consignment buying--
11. dating--
12. cash discount--
13. promotional discount--
14. 3/10, E.O.M.--
15. seasonal discount--

RELATED UNIT OF INSTRUCTION:	MERCHANDISING - METRIC SYSTEM
PROJECT TITLE:	USING THE METRIC SYSTEM
SUGGESTED GRADE LEVEL:	JUNIORS, SENIORS, POST SECONDARY
TIME REQUIRED TO COMPLETE PROJECT:	ONE DAY
PROJECT RATIONALE:	KNOWLEDGE OF THE METRIC SYSTEM WILL SOON BE IMPORTANT IN A BUSINESS SITUATION AS WELL AS AT HOME.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL BE ABLE TO CALCULATE MARKETING PROBLEMS USING THE METRIC SYSTEM.
PROJECT DESCRIPTION:	HAVE STUDENTS DEMONSTRATE THAT THEY CAN RECOGNIZE AND USE METRIC AND ENGLISH UNITS INTERCHANGEABLY WHEN ORDERING, SELLING, OR USING PRODUCTS AND SUPPLIES STANDARD FOR MARKETING OCCUPATIONS.
EVALUATION PROCEDURES:	OPEN
RESOURCES REQUIRED FOR PROJECT:	LEARNING PACKETS PRODUCED BY THE CENTER FOR VOCATIONAL EDUCATION, OHIO STATE UNIVERSITY, 1960 KENNY ROAD, COLUMBUS, OH 43210
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	OREGON DEPARTMENT OF EDUCATION

COURSE GOAL:

The student will be able to calculate marketing problems using the metric system.

PERFORMANCE INDICATORS:

Have students demonstrate that they can recognize and use metric and English units interchangeably when ordering, selling or using products and supplies standard for marketing occupations.

SUGGESTED LEARNING ACTIVITIES:

Review the metric learning packets produced by the Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, OH 43210.

Unit 1:

Have students work linear, area, volume, capacity, mass and temperature calculations.

Unit 2:

Teach students to recognize and use metric terms, units and symbols as these relate to marketing occupations.

Unit 3:

Have students demonstrate that they can recognize and use metric equivalents.

Unit 4:

Have students demonstrate that they can recognize and use measurement instruments and tools as these relate to marketing occupations.

Unit 5:

Have students review metric concepts and practice interchanging metric and English equivalents.

COURSE GOAL:

The student will be able to solve computational problems related to marketing.

PERFORMANCE INDICATORS:

Given a series of word problems, have students utilize the problem-solving technique of recognizing, defining and analyzing to arrive at solutions.

Given a series of math problems, have students estimate totals, perform correct calculations manually, and then compare answers to machine answers.

SUGGESTED LEARNING ACTIVITIES:

Gather examples of problems from employers that trainees would be expected to solve on-the-job. Make up a work sheet and have students solve the problems.

Have students solve problems by using the most appropriate machines (i.e., ten key adding machine, electronic calculator, or cash register).

RELATED UNIT OF INSTRUCTION:	MERCHANDISING
PROJECT TITLE:	EMPLOYEE DISCOUNTS, DELIVERY CHARGES, ALTERATION CHARGES
SUGGESTED GRADE LEVEL:	SENIORS, JUNIORS
TIME REQUIRED TO COMPLETE PROJECT:	½ HOUR
PROJECT RATIONALE:	EMPLOYEES MUST KNOW HOW TO COMPUTE THE COST OF SERVICES THAT ARE ADDED TO THE PRICE OF ITEMS THAT ARE SOLD.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL BE KNOWLEDGABLE ON COMPUTING EMPLOYEE DISCOUNTS, DELIVERY CHARGES AND ALTERATION CHARGES WITH THE USE OF HANDOUTS AND WORKSHEETS.
PROJECT DESCRIPTION:	HANDOUTS AND WORKSHEETS ARE PROVIDED FOR COMPUTING EMPLOYEE DISCOUNTS, DELIVERY CHARGES, AND ALTERATION CHARGES.
EVALUATION PROCEDURES:	OPEN
RESOURCES REQUIRED FOR PROJECT:	ATTACHED SHEETS
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	VALLEY CITY MULTI-DISTRICT VOCATIONAL CENTER VALLEY CITY, NORTH DAKOTA

POST-TEST

TIME PAYMENT COMPUTATIONS

A. Define carrying charges.

B. In the problems that follow, calculate the dollar cost of credit and the real cost of credit. Show your computations.

1. A customer buys a lawn mower that costs $200. He makes a downpayment of $50.

   He agrees to make 12 monthly payments of $15 each.

   Compute the dollar cost of the credit granted. $________

   Compute the real cost of the credit granted. ________

2. A $300 TV was sold for $50 down, with the balance payable in 10 monthly payments of $30 each.

   Compute the dollar cost of the credit granted. $________

   Compute the real cost of the credit granted. ________

HANDOUT #1

COMPUTING EMPLOYEE DISCOUNTS, DELIVERY CHARGES, AND ALTERATION CHARGES

DIRECTIONS: Read Section 1 of Handout #1. Complete the problems in Section 2. Check your answers at the bottom of the page.

Section 1

EMPLOYEE DISCOUNTS

Most stores allow employees a certain discount on their own purchases. This is a fringe benefit for the employees and also, of course, encourages employees to buy from the store in which they work.

To compute the amount of the sale after the discount has been deducted, use the following method:

The discount is 20%. The purchase is $37.50. Find the cost to the employee (amount of the sale).

Change 20% to a decimal (.20) and multiply by the amount of purchase.

$37.50	purchase
.20	discount
7.5000 =	$7.50 amount of discount

Subtract the amount of discount from the purchase price to find the amount of the sale.

$37.50	purchase
7.50	amount of discount
$30.00	amount of sale

DELIVERY AND ALTERATION CHARGES

Many stores do not have an extra charge for delivery and alteration charges; the cost of these services is added to the price the store charges for the merchandise or services it sells.

Those stores which do charge extra have established set rates for various alterations. For example, to alter the length of men's pants might cost $1.25 at one store; to alter the waist in the pants may cost $2.00--such charges are established by each individual store.

If a person purchased a pair of pants at a cost of $18.56, and had to have the length altered, the price would then be $20.06 ($18.56-cost of the pants plus $1.50-alteration charge equals $20.06).

Those stores which do make extra charges for delivery, base such charges on the weight of the merchandise and the distance sent. In many cases, there is usually a minimum charge.

con't next page

The retailer is offered COD service by the Post Office Department. The service allows the store to ship its packages and have the postal carrier collect the amount due from the buyer. The amount due usually includes both the total on the sales check and the mailing charges. The maximum amount that can be collected by the carrier for one COD purchase is $200. For this service, the store pays the postage and a fee to cover the COD service. The fee includes insurance for the package. The fee varies according to the amount to be collected.

Amount to be collected	COD fee
$ .01 to $10	$ .60
$ 10.01 to $25	.70
$ 25.01 to $50	.80
$ 50.01 to $100	.90
$100.01 to $200	1.00

Some retailers use the COD service offered by REA Express and United Parcel Service. They may choose this service because the amount that can be collected is not limited to $200 as it is with Parcel Post. Another reason for using REA Express and United Parcel Service may be that retailers do not have to prepay the shipping charges.

HANDOUT #2

COMPUTING EMPLOYEE DISCOUNTS, DELIVERY CHARGES, AND ALTERATION CHARGES

Section 2

Compute the amount of the employee discount and the amount of sale for the following purchases. The amount of the discount is listed.

Amount of Purchase	Discount Rate	Amount of Discount	Amount of Sale
$29.95	10%	$__________	$__________
$81.81	20%	$__________	$__________
$ 8.97	15%	$__________	$__________
$60.00	25%	$__________	$__________

You made a purchase of $67.36; 2 pairs of pants had to be altered at a cost of $1.25 each. Delivery charges for the purchase amounted to $2.00. Compute the total amount owed (excluding sales tax).

$________________

POST-TEST

COMPUTING EMPLOYEE DISCOUNTS, DELIVERY CHARGES, AND ALTERATION CHARGES

Compute the amount of the employee discount and the amount of sale for the following purchases. The discount rate is listed.

Amount of Purchase	Discount Rate	Amount of Discount	Amount of Sale
$29.25	15%	1.________________	3.____________
93.97	20%	2.________________	4.____________

You made a purchase of $71.36; two pairs of pants in your purchase had to be altered at a cost of $1.00 each. Delivery charges for the purchase amounted to $1.75. Compute the total amount owed (excluding sales tax).

5.________________

BUYING FOR RESALE

RELATED UNIT OF INSTRUCTION:	BUYING
PROJECT TITLE:	OPEN TO BUY
SUGGESTED GRADE LEVEL:	SENIORS AND POST SECONDARY
TIME REQUIRED TO COMPLETE PROJECT:	ONE DAY FOR EACH WORKSHEET
PROJECT RATIONALE:	A BUYER IN ANY RETAIL SITUATION MUST KNOW HOW TO FIGURE OPEN TO BUY FOR A STORE THROUGH THE USE OF RECORDS.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL LEARN HOW TO FIGURE OPEN TO BUY FOR A STORE THROUGH THE USE OF PRACTICE SHEETS WITH GIVEN INFORMATION.
PROJECT DESCRIPTION:	THIS IS A WORKSHEET ON OPEN TO BUY PROBLEMS. IN ADDITION, THE STUDENT MUST COMPUTE STOCK TURNOVER, PLANNED PURCHASES AND DISCOUNTS.
EVALUATION PROCEDURES:	ONE POINT IS ASSIGNED FOR EACH CORRECT ANSWER
RESOURCES REQUIRED FOR PROJECT:	ATTACHED SHEETS
MISCELLANEOUS INFORMATION:	NONE
PROJECT DEVELOPED BY:	REDINA BERSCHEID, BILLINGS, MONTANA,

WORKSHEET (A)

CALCULATE THE AMOUNT OF THE OPEN-TO-BUY IN EACH OF THE FOLLOWING PROBLEMS:

Planned sales	Planned Ending stock	Beginning Stock	Goods Ordered	OTB
1. 7,600	11,400	10,100	3,500	________
2. 5,500	15,500	8.000	4,000	________
3. 6,800	20,000	11,300	1.500	________
4. 5,000	13,000	12,000	1,000	________
5. 10,000	15,800	3,500	4,000	________

FOR EACH OF THE FOLLOWING ITEMS, COMPUTE THE TURNOVER TO THE NEAREST TENTH.

A. Net sales, $38,550, average inventory at retail, 13,200. Turnover= ______.

B. Net sales, $129,500, Average inventory at retail, 21,900. Turnover= ________

C. Cost of goods sold, $181,000, average inventory at cost, $53,200.
Turnover rate = ________.

CALCULATE THE PLANNED PURCHASES AT RETAIL AND COST FOR EACH OF THE FOLLOWING PROBLEMS: ****THE PLANNED MARKUP ON RETAIL IS 40%

			PLANNED PURCHASES	
INVENTORY B.O.M.	INVENTORY E. O. M.	PLANNED SALES	RETAIL	COST
11,950	20,500	3,500	______	______
14,600	12,300	6,000	______	______
12,800	15,300	4,000	______	______
10,500	8,250	1,250	______	______

It is presently February 1, 1978. An estimated count of all your merchandise in your department comes to $13,000. You feel that on March 1, 1977 (end of the month) your department should have $12,000 worth of merchandise in it to meet the needs at the beginning of March. February's estimated sales (based on last year) should be $10,000. An order sent on January 3, 1978 should be received this month around the 15th. This order will be worth $3,500. Use any or all of the above information to find the following answers:

A. Total stock required for the month $______________

B. Additional stock needed for the month including merchandise on order $______________

C. Open to buy (OTB) $______________

(B) CALCULATE THE AMOUNT OF THE OPEN-TO-BUY IN EACH OF THE FOLLOWING PROBLEMS:

Planned sales	Planned Ending stock	Beginning Stock	Goods On Order	OTB
1. 6,500	10,200	9,500	2,500	_____
2. 3,500	8,200	3,500	500	_____
3. 6,850	5,000	4,500	3,500	_____
4. 7,500	4,300	1,500	900	_____
5. 8,900	12,500	2,300	1,000	_____

FOR EACH OF THE FOLLOWING ITEMS, COMPUTE THE TURNOVER TO THE NEAREST TENTH

1. Net sales, $48,500, average inventory at retail, 15,400. Turnover=_____
2. Net sales, $58,500, average inventory at retail, 12,000. Turnover=_____
3. Cost of goods sold, $230,550, avarage inventory at cost, $53,300. Turnover rate=_____.

CALCULATE THE PLANNED PURCHASES AT RETAIL AND COST FOR EACH OF THE FOLLOWING PROBLEMS:*****THE PLANNED MARKUP ON RETAIL IS 30%.

INVENTORY BOM	INVENTORY EOM	PLANNED SALES	RETAIL	COST
1. 55,000	32,000	6,000	_____	_____
2. 25,000	15,000	5,000	_____	_____
3. 35,000	7,400	12,000	_____	_____
4. 45,500	15,000	5,500	_____	_____
5. 68,700	25,000	13,500	_____	_____

CALCULATE THE DISCOUNT FOR EACH OF THE FOLLOWING PROBLEMS:

1. A store purchases 12 gross each of 5 items in a hardware line. Each item sells for .50, less a discount of 25%. __________________
2. A pencil manufacturer offers a discount of 3% on quantities of 6 doz. to one gross and a discount of 5% of quantities of more than 1 gross. A store purchases 14 dozen pencils at 5 cents each. ______________
3. A lumber supply firm receives discounts of 20%, 10% and 8% on all windows. The firm orders 30 windows which retail for $10.50 each. __________
4. A service station orders 12 cases of motor oil at $9.75 per case. A cash discount of 5% is given. ______.

KEY TO WORKSHEET (A)

1. $5,400
2. $9,000
3. $14,000
4. $5,000
5. $18,300

A. 2.92

B. 5.91

C. 3.4

	RETAIL	COST
1.	$12,050	$7,230
2.	$3,700	$2,200
3.	$6,500	$3,900
4.	$1,000	$600

A. $22,000

B. $9,000

C. $5,500

KEY TO WORKSHEET (B)

1. $4,700
2. $7,700
3. $3,850
4. $9,400
5. $18,100

1. 3.15
2. 4.88
3. 4.33

	RETAIL	COST
1.	$17,000	$11,900
2.	$5,000	$3,500
3.	$15,600	$10,920
4.	$25,000	$17,500
5.	$30,200	$21,140

1. $270
2. $8.21
3. $208.66
4. $111.15
5. $181.68
6. $51.30
7. $1,077.30

RELATED UNIT OF INSTRUCTION:	BUYING
PROJECT TITLE:	RECEIVING, CHECKING, AND MARKING
SUGGESTED GRADE LEVEL:	JUNIOR
TIME REQUIRED TO COMPLETE PROJECT:	INTERRELATED TO READING ASSIGNMENTS - TWO WEEKS
PROJECT RATIONALE:	
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	STUDENTS WILL LEARN RECEIVING, CHECKING AND MARKING PROCEDURES FOR MERCHANDISE.
PROJECT DESCRIPTION:	USING ACTUAL INVOICES FROM A STORE, FOLLOW THROUGH PROCEDURES WILL BE USED BY THE STUDENT FROM RECEIVING, TO CHECKING AND MARKING THE MERCHANDISE. PAPER DOLL CUT OUTS ARE USED TO REPRESENT MERCHANDISE IN BOXES AND SHEETS OF MERCHANDISE TICKETS ARE PROVIDED. READINGS IN "RETAIL MERCHANIDSE" ARE TO ACCOMPANY THE PROJECT.
EVALUATION PROCEDURES:	SEE ATTACHED SHEET
RESOURCES REQUIRED FOR PROJECT:	INVOICES, RETURN REQUEST FORM, BUYERS RECORD, PAPER DOLL CUT OUTS, SHEETS OF TICKETS, " RETAIL MERCHANDISE"
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	BARBARA ROBERTSON, HELENA CAPITAL HIGH, HELENA, MONTANA

TEACHER INSTRUCTIONS AND SUGGESTED TEACHING OUTLINE

RECEIVING, CHECKING, MARKING PROJECT

PART A - INSTRUCTIONS

1. Run off 5 Record Sheets per student (one for each company). Staple 5 sheets together.

2. Run off 1 copy of each invoice (6 invoices) for each student. Staple the invoices together in the order of the answer sheets for easier correction. (Pakula, Westport Corp., Esprit de Corp, Foxy Lady - 2380, Foxy Lady - 6833, Bon Jour)

3. Run off paper cutouts for each invoice. (A suggestion would be to use a different color of paper for each invoice). *Rather than make for each student one set of paper cutouts and envelopes to represent cartons of merchandise, if one set is made for every 4 to 6 students, the students can work in groups and pass the "cartons" (envelopes) around within their group.

4. Cut each item apart and place all items from one invoice in an envelope. Mark the outside of the envelope with company name and invoice number.

5. Make a group of 6 envelopes (one for each invoice) to give to each group of students.

6. Run off 1 Return Request Voucher for each student.

7. After going over Student Instructions with students for Part A, hand out Record Sheets (packet of 5), Return Request Voucher, Invoices (packet of 6). Have students complete Step 1.

8. Organize students into groups of 4-6 and hand out one packet of envelopes (6 envelopes) to each group to complete Steps 2 and 3.

PART B - INSTRUCTIONS

1. Run off 3 Ticket sheets per student and staple together.

2. After reviewing Part B Student Instructions with students, have them take out their Invoices and Record Sheets and pass out Ticket sheets (packet of 3).

3. Instruct students to mark tickets in the order of the invoices going across from left to right, and not to skip any tickets between invoices as there are only two extra tickets at the end. (This will make them much easier to correct in the end.)

PART C - INSTRUCTIONS

1. Have students take out invoices, Record Sheets, and Ticket sheets.

2. Review Part C of the Student Instructions with students and give an example on the board.

PART D - INSTRUCTIONS

1. Run off the two "Sold" sheets (tickets) - one for each student.
2. Have students take out Invoices, Record Sheets, and Ticket sheets and pass out one set of the "Sold" ticket sheets to each student.
3. Go over Part D Student Instructions with students and give an example on the board.

EVALUATION OF PROJECT

It is probably best to correct the project after each part. Points should be assigned to each phase and evaluated on that basis.

SUGGESTED TEACHING OUTLINE TO ACCOMPANY PROJECT

Text - Retail Merchandising, Wingate-Samson, 7th Edition, and Study Guides and Projects workbook

PART A

Chapter 9 - "Handling Incoming Merchandise"

1. Have students read Part A - "Receiving Merchandise", pp. 264-269.
2. Have students do Part A in workbook, pp. 55-56.
3. Have students read Part B - "Checking Merchandise", pp. 270-275.
4. Have students do Part B in workbook, pp. 57-58.
5. Project - "Receiving, Checking, and Marking", Part A

PART B

1. Have students read Part C - "Marking Merchandise", pp. 276-282.
2. Do Part C in workbook, pp. 59-60.
3. Read Part D - "Storing and Arranging Merchandise", pp. 283-288.
4. Do Part D in workbook, p. 61.
5. Project - "Receiving, Checking, and Marking", Part B

PART C

1. Read Part A - "Markup", pp. 296-299, Chapter 10 - "Pricing for Profit"
2. Do Part A in workbook, pp. 63-64.
3. Read Part C - "Pricing Policies", pp. 305-309.
4. Do Part C in workbook, p. 67.
5. Project - "Receiving, Checking, Marking", Part C

PART D

1. Read Part B - "Markdown", pp. 300-304.
2. Do Part B in workbook, p. 65.

STUDENT INSTRUCTIONS

RECEIVING, CHECKING, MARKING PROJECT

PART A - INSTRUCTIONS

Step 1 - Take each invoice (there are 6 total) and make out a Record Sheet for each company (do not make out a sheet for each invoice). You will have 5 Record Sheets when you are done. Fill out the "Date of Order" (use 60 days prior to the invoice date), "Route" (example - UPS), "Style Number" (list each style on the invoice on a separate line on the Record Sheet), "Quantity Ordered" (list number ordered for each style number), and "Invoice Date".

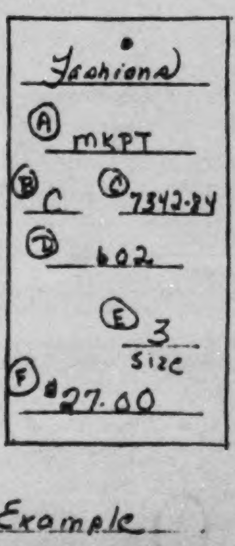
Step 2 - Take the 6 envelopes which represent one carton of merchandise for each invoice and check in the merchandise against invoice. Fill in "Quantity Received" on the record sheet according to the amount of merchandise you received.

Step 3 - If any carton has more merchandise than the invoice indicates, fill out a return voucher request for that merchandise. If any carton has less merchandise than the invoice indicates, write a note on the invoice to indicate not to pay for merchandise that you did not receive. Example - You only receive 5 units at $13.50 each instead of the 6 units the invoice indicates.

Note: Short 1 #9176 $13.50 Credit.

PART B - INSTRUCTIONS

Step 1 - Utilizing invoices and record sheets, take sheets with tickets on them and mark a ticket for each item received. (Make sure you do not mark a ticket for any item not received or for any item you are requesting a return.) Use keystone pricing (double the price of cost).



Example

A.	Cost Code	M A K E P R O F I T 1 2 3 4 5 6 7 8 9 0	
B.	Season Code	Jan.-Mar., 1979	A
		Apr.-Jun., 1979	B
		Jul.-Sep., 1979	C (Use invoice date)
		Oct.-Dec., 1979	D
C.	Style Number	Use style number of item	
D.	Vendor Number	Esprit de Corp	602
		Bon Jour	358
		Pakula	18703
		Westport Corpor.	7018
		Foxy Lady	3454
E.	Size	Write size of item	
F.	Price	Write retail price (double the cost)	

PART C - INSTRUCTIONS

Utilizing invoices, record sheets and ticket sheets, re-mark the tickets using the line under the ticket for the new price. Use the equation and the information below.

$$\text{RETAIL PRICE} = \frac{\text{Cost Price}}{100\% - \text{Mark Up}\%}$$

Take the following mark ups.

1.	Esprit de Corp	45%
2.	Bon Jour	40%
3.	Pakula	52%
4.	Westport Corporation	47%
5.	Foxy Lady	55%

PART D - INSTRUCTIONS

Step 1 - On the "Sold" sheets the tickets represent merchandise from your original 6 invoices that have now been sold. Return to your "Record Sheets" and mark items off that have been sold in the "# Sold" column. Calculate the "# Left" column.

Step 2 - On your ticket sheets draw one diagonal line through each ticket that has been sold.

Step 3 - It is now the end of the season and you must mark down to sell all merchandise that is left on your ticket sheets. Cross out the original(keystone retail price on each ticket and mark it down according to the instructions below. Refer back to your original invoices for style number to be sure you take the markdown on the proper ticket.

Take the following markdowns.

1.	Esprit de Corp	20%
2.	Bon Jour	30%
3.	Pakula	15%
4.	Westport Corporation	25%
5.	Foxy Lady (Inv. #2380)	1/4 off
6.	Foxy Lady (Inv. #6833)	1/3 off

Markdown Equation

Markdown Price = Retail Price x (100% - MD

CITY

STORE

ADDRESS

BUYER

TEL

RATING

RECORD SHEET

DATE OF ORDER	ROUTE		STYLE #	QUAN ORD.		QUAN. RECEIV.		INV. DATE		# SOLD	# LEFT						

No. P 76750

DATE

TO (MANUFACTURER)

ADDRESS

☐ RETURN AUTHORIZATION REQUEST (SEND ____________ LABELS)

☐ LISTED ITEMS HAVE BEEN RETURNED (From Dept. ____________)

INVOICE NUMBER	DATE OF INVOICE	LOT NUMBER	QUANTITY	ITEM	CLASS CODE	PRICE AT COST	EXTENSION AT COST	PRICE AT RETAIL	EXTENSION AT RETAIL
					SUB TOTAL				
					TRANSP				
					TOTAL				

RETURNED BY
(NAME OF STORE)

ADDRESS

CITY AND STATE

DATE SHIPPED VIA

DEPT MANAGER SHIPPING CLERK

REASON

RETURN REQUEST VOUCHER

Pakula and company

The House of Fashion Jewelry

#166 The Apparel Center
Chicago, Illinois 60654

Telephone 312/644-2300

99

SHIPPED TO

Fashions, Inc.
620 Main
Helena, Montana 59601

INVOICE NO.	ACCOUNT NUMBER	INVOICE DATE			INVOICE NUMBER	
36955	250947	8	3	79	36955	1
PZ & SH → 6						
DEPT. & CLASS						

F.O.B. CHICAGO, NO ANTICIPATION ALLOWED. D-U-N-S NO. 00-516-3548

S NO	CUSTOMER ORDER NO	SALESMAN	VIA	TERMS		
		D.MARTIN		2% 10 E.O.M.	NET 30 DAYS	# 18703

DESCRIPTION	STOCK NO.	COLOR CODE	[illegible]	QUANTITY IN DOZENS	DOZEN PRICE		AMOUNT
CK CLOISONNE BLK/SIL	N9748	BK		6/12	24.00	H	12.00
CLOISONNE LOCK-6-STYLE	N9764	03		6/12	18.00	H	9.00

INVOICE TOTAL 21.00

TRANSPORTATION CHARGES 1.06

Total Due 22.06

MINIMUM PACKAGING MAINTAINED

FOR RESALE ONL

MUADI®

westport corporation
320 FAIRFIELD ROAD
P. O. BOX 1307
FAIRFIELD, NEW JERSEY 07006
(201) 575-0110

NEW DIMENSIONS
IN LEATHER

100

7018- 0- 1

SOLD TO
Fashions, Inc.
620 Main
Helena, Montana 59601

SHIP TO SAME

NO	CUSTOMER ORDER NO. 2176	ORDER COMPLETE ☒	BALANCE TO FOLLOW ☐	INVOICE DATE 9/05/79	INVOICE NO. 2972
OF CARTONS 1	SHIPPED VIA U. P. S.	5610	TERMS 2/10 EOM		F.O. FAIRFI N.J

QTY ORD	QTY SHIP	STYLE NO	DESCRIPTION	PRICE/EACH	AMOUNT
2	2	747/04	SHOULDER BAG LEATHER ANTELOPE	19.50	39.00
2	2	747/08	SHOULDER BAG LEATHER BLACK	19.50	39.00
			TOTAL MERCHANDISE		78.00
			U. P. S.		2.73
			TOTAL INVOICE		80.73

AIMS WITH REGARD TO MERCHANDISE MUST BE
WITHIN 5 DAYS AFTER RECEIPT OF MERCHANDISE

S WILL NOT BE ACCEPTED WITH-
N RETURN AUTHORIZATION LABEL

ORIGINAL INVOICE

D-U-N-S 05-154-88

900 Minnesota St., San Francisco, Ca 94107 (415) 648-6900

ESPRIT DE CORP.

DUNS #

WRITE UP #

SOLD TO
Fashions, Inc.
620 Main
Helena, Montana 59601

SHIP TO
Same

SHIP VIA	TERMS	CUSTOMER #	INVOICE #	DATE
UPS	8/10 EOM	13666-001	092766	7/3-/79

STYLE	Color	3	5	7	9	11	13			QUANTITY	PRICE	AMOUNT
7342-84	Wine	1	3	2	Cecily					6	13.50	81.00

INV 092766

THIS ACCOUNT HAS BEEN ASSIGNED TO
CROCKER UNITED FACTORS, INC.
MAIL REMITTANCE ONLY TO
P.O. BOX 2886, TERMINAL ANNEX, LOS ANGELES, CALIFORNIA 90051

6 UNITS

Page 1

All claims for shortages or defects must be submitted to ESPRIT DE CORP. in writing within 5 days. We will accept no returns without our authorization label, which we will issue promptly upon receipt of a valid return request.

SEE ADDITIONAL TERMS ON REVERSE.

MDSE TOTAL	81.00
SHIP CHG	2.95
INSURANCE	---
TOT AMT	83.95

CUSTOMER COPY

FOXY LADY

INVOICE ~~38850~~
0002380

SHADY GROVE INC.
P.O. BOX 12986
OAKLAND, CA 94604
5601 SAN LEANDRO STREET
OAKLAND, CA 94621
(415) 532-8400

THIS ACCOUNT HAS BEEN ASSIGNED TO
CROCKER UNITED FACTORS, INC.
102
MAIL REMITTANCES ONLY TO:
P.O. BOX 2886
TERMINAL ANNEX
LOS ANGELES, CALIF. 90051

DUNS 04-739-3004

#11 KER

0003454 000000C

FOXY LADY (FA 0064) X

SHIP TO
Fashions, Inc.
620 Main
Helena, Montana 59601

BILL TO
Fashions, Inc.
620 Main
Helena, Montana 59601

DATE	ORDER NO.	DEPT. NO.	SHIP VIA	TERMS	SALESMAN	CREDIT NO.
04/09/79	8071		UPS	8/10 EOM FOB OAKLAND 3/10 EOM	060	323 000

STYLE NO.	3	5 S	7	9 M	11	13 L	QUANTITY	PRICE	EXTENSION	TOTAL
9540 AS-AS SAMPLE DECK CHAIR SAIL COLLAR			1	1	1		3	26.00	78.00	
WEIGHT- 4.00 CARTON- 1							TOTAL MERCHANDISE			78.00
							SHIPPING (NO DISCOUNT)			1.35
							PAGE 1			
							TOTAL DUE			79.35

INVOICE
No. ~~38850~~
INVCH 00002380

☐ ORDER COMPLETE ☐ BALANCE TO FOLLOW

SHADY GROVE INC.
P.O. BOX 12986
5601 SAN LEANDRO STREET, OAKLAND, CA 94621 (415) 532-8400

PLEASE COUNT IMMEDIATELY — ALL CLAIMS MUST BE MADE WITHIN FIVE DAYS OF RECEIPT OF GOODS
NO RETURNS ACCEPTED WITHOUT PRIOR AUTHORIZATION

Continuing guaranty under the Flammable Fabrics Act filed with the Federal Trade Commission. Continuing guaranty under the Textile Fibre Products Identification Act filed with the Federal Trade Commission

FOXY LADY.

INVOICE ~~XXXX~~ 006833

SHADY GROVE INC.
P.O. BOX 12986
OAKLAND, CA 94604
5601 SAN LEANDRO STREET
OAKLAND, CA 94621
(415) 532-8400

THIS ACCOUNT HAS BEEN ASSIGNED TO
CROCKER UNITED FACTORS, INC.
103
MAIL REMITTANCES ONLY TO:
P.O. BOX 2886
TERMINAL ANNEX
LOS ANGELES, CALIF. 90051

DUNS 04-739-3004

.1% KER

0003454 0000003

FOXY LADY (FA 0064) X

SHIP TO
Fashions, Inc.
620 Main
Helena, Montana 59601

BILL TO
Fashions, Inc.
620 Main
Helena, Montana 59601

DATE	ORDER NO.	DEPT. NO.	SHIP VIA	TERMS	SALESMAN	CREDIT NO.
06/06/79	3701		UPS	F.O.B. OAKLAND 8/10 EOM	060	64 010

STYLE NO.	3	5 S	7	9 M	11	13 L	QUANTITY	PRICE	EXTENSION	TOTAL
9603	1	1	1	1			4	17.50	70.00	
XX-ASSORTED	COTTON SATEEN ISRAELI									
WEIGHT-	4.00 CARTON- 1						TOTAL MERCHANDISE			70.00

INVOICE
No. XXX
INVCA 0000683?

☐ ORDER COMPLETE ☐ BALANCE TO FOLLOW

SHADY GROVE INC.
P.O. BOX 12986
5601 SAN LEANDRO STREET, OAKLAND, CA 94621 (415) 532-8400

SHIPPING (NO DISCOUNT)	2.95
PAGE 1	
TOTAL DUE	72.95

PLEASE COUNT IMMEDIATELY — ALL CLAIMS MUST BE MADE WITHIN FIVE DAYS OF RECEIPT OF GOODS.
NO RETURNS ACCEPTED WITHOUT PRIOR AUTHORIZATION.

Continuing guaranty under the Flammable Fabrics Act filed with the Federal Trade Commission. Continuing guaranty under the Textile Fibre Products Identification Act filed with the Federal Trade Commission.

bOn jOur
PARIS FASHIONS INC.

EXECUTIVE OFFICE
520 8th AVENUE
NEW YORK, N. Y. 10018
(212) 594 6669

N. Y. SHOWROC
1407 BROADWA
SUITE 810
NEW YORK, N. Y. 1
(212) [illegible]

104

Fashions, Inc.
620 Main
Helena, Montana 59601

SHIP TO Same

INVOICE NUMBER	9765C
DATE	7/30/79

Acct NO.	OUR ORDER NO.	CUST. ORDER NO	DEPT. NO	SHIPPED VIA	SALESMAN	TERMS
501358	19778			UPS 8	BOB LEVIN	8/10 EOM

Style	COLOR	DESCRIPTION	XS 1 2	S 3 4	M 5 6	L 7 8	XL 9 10	XXL 11 12	13 14	15 16	18	TOTAL UNITS	UNIT PRICE	AMOUNT
-101	BURGU	MAC CORD STRAIGHT			1	2	2	2	1			8	14.50	116.0

THIS ACCOUNT IS ASSIGNED TO OWNED BY AND PAYABLE IN NEW YORK FUNDS AT PAR TO
CHEMICAL BANK
FACTORING [illegible] DIV.
[illegible] 10022

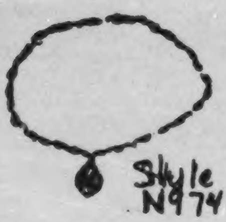
BACK ORDER TO FOLLOW

MERCHANDISE TOTAL	116.00
SHIPPING CHARGES	4.99
TOTAL UNITS	8
INVOICE TOTAL	120.99

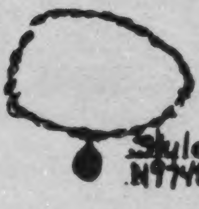
CTNS 1 $120.99 1 10

Pakula

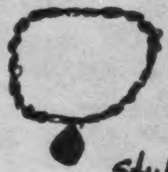
Invoice 36955



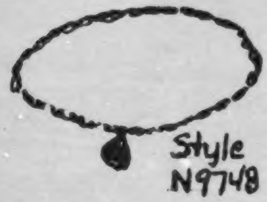
Style Color
N9748 Bk



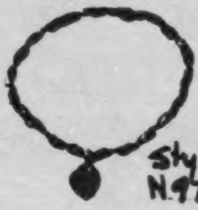
Style Color
N9748 BK



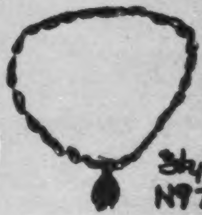
Style Color
N9748 BK



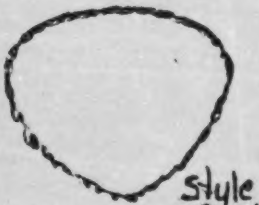
Style Color
N9748 BK



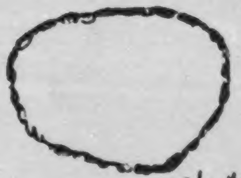
Style Color
N9748 BK



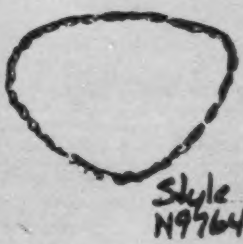
Style Color
N9748 BK



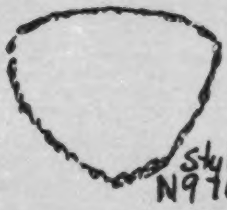
Style Color
N9764 03



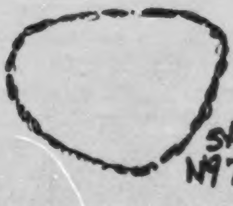
Style Color
N9764 03



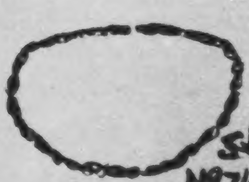
Style Color
N9764 03



Style Color
N9764 03

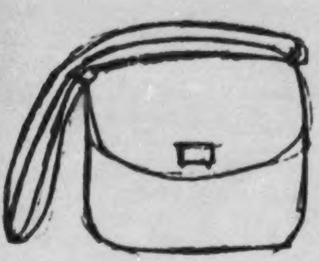


Style Color
N9764 03

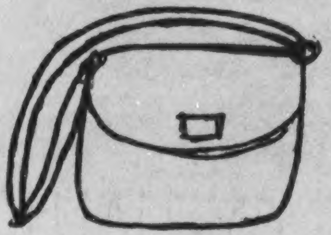


Style Co
N9764 03

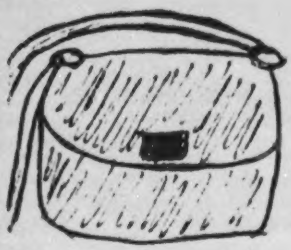
Westport Corporation
Invoice 2972



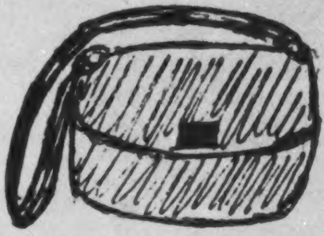
Style Color
747/04 Antelope



Style Color
747/04 Antelop



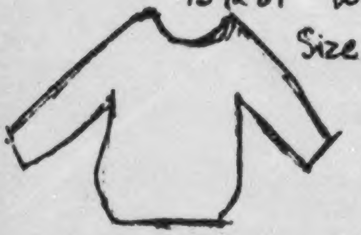
Style Color
747/08 Black



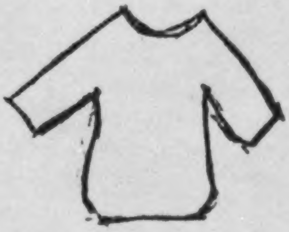
Style Color
747/08 Black

Esprit de Corp
Invoice 092766 (Short - 1 Sizes

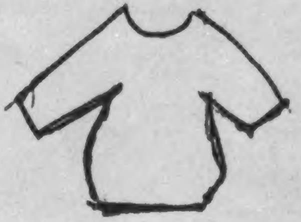
Style Color
7342-84 Wine
Size 3



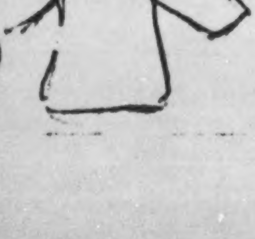
Style Color
7342-84 Wine
Size 5



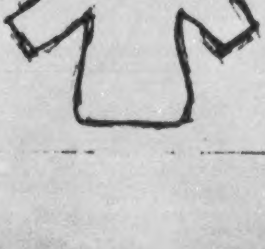
Style Color
7342-84 Win
Size 5



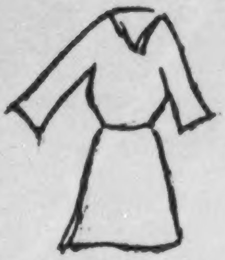
Style Color
7342-84 Wine
Size 7



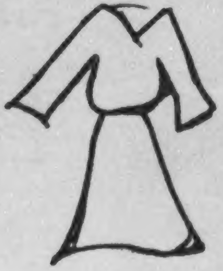
Style Color
7342-84 Wine
Size 7



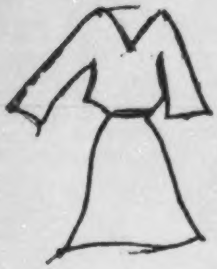
Foxy Lady
Invoice 6833



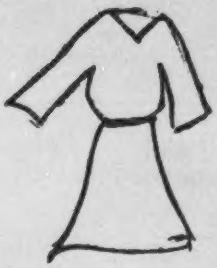
Style 9603 Size 3



Style 9603 Size 5

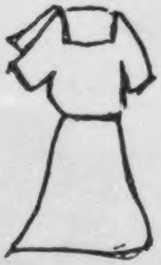


Style 9603 Size 7

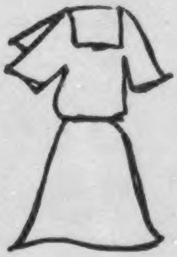


Style 9603 Size 9

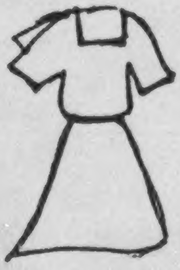
Foxy Lady
Invoice 2380 (over 1 - Size 5)



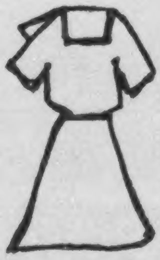
Style 9540 Size 5



Style 9540 Size 7



Style 9540 Size 9



Style 9540 Size 11

Bon Jour

Invoice 47650

(Short 2 - Size 12)

Style Size
8-101 6

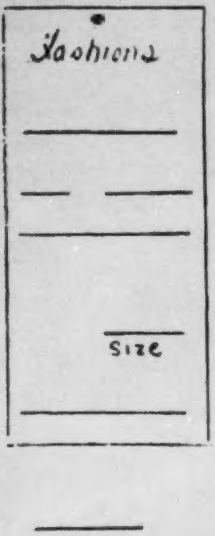
Style Size
8-101 8

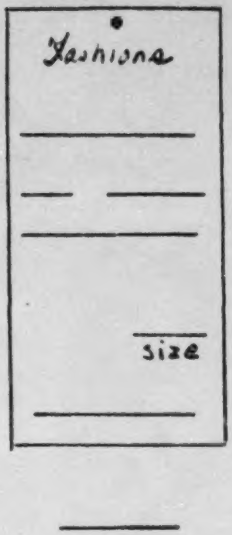
Style Size
8-101 8

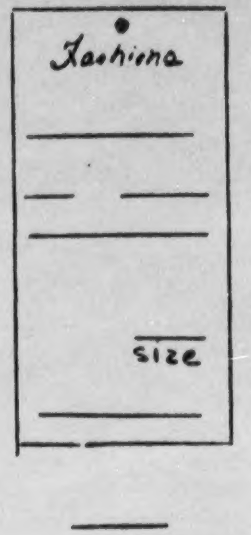
Style Size
8-101 10

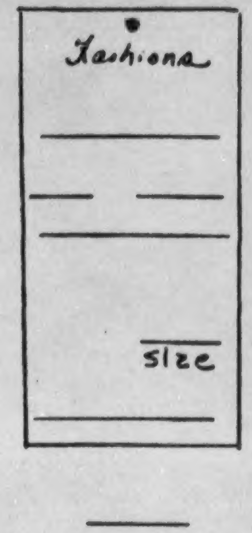
Style Size
8-101 10

Style Siz
8-101 14

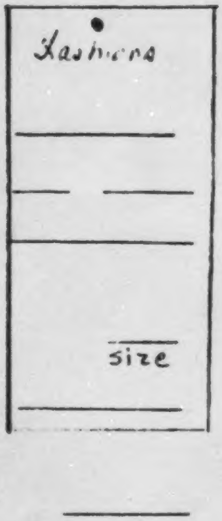

Fashions
size

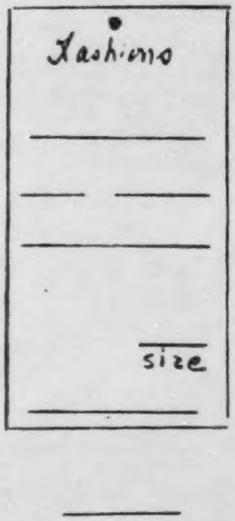

Fashions
size

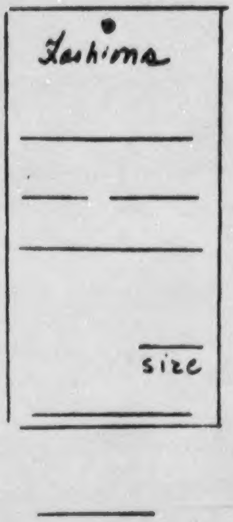

Fashions
size

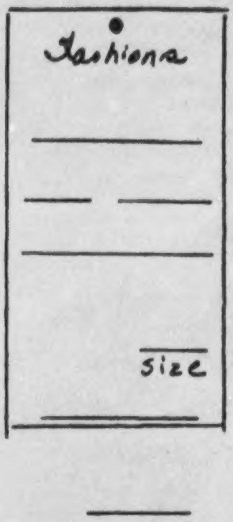

Fashions
size

Tickets

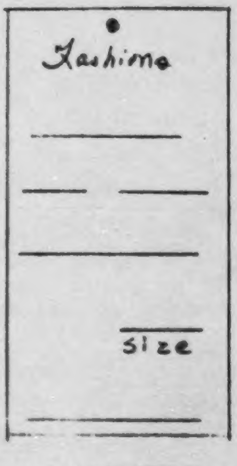

Fashions
size


Fashions
size

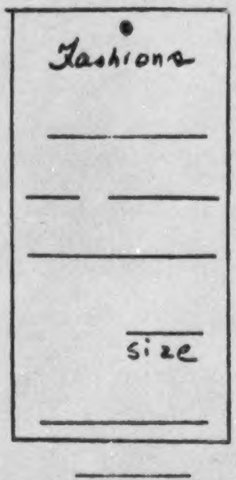

Fashions
size


Fashions
size

Fashions
size


Fashions
size

Fashions
size


Fashions
size

110

SOLD

Fashions
ATT
C N9748
18703
size
$4.00

Fashions
ATT
C N9748
18703
size
$4.00

Fashions
ATT
C N9748
18703
size
$4.00

Fashions
MPT
C N9764
18703
size
$3.00

Fashions
MPT
C N9764
18703
size
$3.00

Fashions
MPT
C N9764
18703
size
$3.00

Fashions
MPT
C N9764
18703
size
$3.00

Fashions
MPT
C N9764
18703
size
$3.00

Fashions
MIPT
C 747/04
7018
size
$39.00

Fashions
MIPT
C 747/08
7018
size
$39.00

Fashions
MKPT
C 7342.84
602
5
size
$27.00

Fashions
MKPT
C 7342.84
602
5
size
$27.00

111

SOLD

Fashions	Fashions	Fashions	Fashions
MKPT	MOPT	MOPT	MOPT
C 7342-8	B 9603	B 9603	B 9603
602	3454	3454	3454
7 size	3 size	7 size	9 size
$27.00	$35.00	$35.00	$35.00

Fashions	Fashions	Fashions	Fashions
ARTI	MEPT	MEPT	MEPT
B 9540	C 8-101	C 8-101	C 8-101
3454	358	358	358
9 size	8 size	10 size	10 size
$52.00	$29.00	$27.00	$29.00

Fashions	Fashions	Fashions	Fashions
size	size	size	size

Key

Pers A1

STORE Pakula and Company
TEL
ADDRESS
RATING

RECORD SHEET

DATE OF ORDER	ROUTE		STYLE #	QUAN ORD.		QUAN. RECEIV.		INV. DATE		# SOLD	# LEFT
6/3/79	-		[illegible]	6		6		8/3/79		3	3
6/3/79	—		[illegible]	6		6		8/3/79		5	1

CITY

STORE Westport Corporation

ADDRESS

BUYER

TEL

RATING

RECORD SHEET

DATE OF ORDER	ROUTE		STYLE #	QUAN ORD.		QUAN. RECEIV.		INV. DATE		# SOLD	# LEFT
7/5/79	UPS		777/64	2		2		7/6/79		1	1
7/5/79	UPS		777/68	2		2		7/6/79		1	1

CITY

STORE Espris de Corps

ADDRESS

BUYER

TEL.

RATING

RECORD SHEET

DATE OF ORDER	ROUTE		STYLE #	QUAN ORD.		QUAN. RECEIV.		INV. DATE		# SOLD	# LEFT
5/3/79	UPS		7342-84	6		5		7/5/79		3	2

CITY

STORE Foxy Lady

ADDRESS

BUYER

TEL

RATING

115

RECORD SHEET

DATE OF ORDER	ROUTE		STYLE #	QUAN ORD.		QUAN. RECEIV.		INV. DATE		# SOLD	# LEFT						
2/9/79	UPS		9540	3		4	[illegible] returns 1	4/[illegible]/79		1	2						
4/6/79	UPS		9603	4		4		6/6/79		3	1						

CITY

STORE Bon Jour

ADDRESS

BUYER

TEL.

RATING

RECORD SHEET

DATE OF ORDER	ROUTE		STYLE #	QUAN ORD.		QUAN. RECEIV.		INV. DATE		# SOLD	# LEFT
5/30/79	UPS		8-101	8		6		7/30/79		3	3

Key

Part A

DATE (Current Date)

No. P 76750

TO: (MANUFACTURER) Foxy Lady – Shady Grove Inc.

ADDRESS P.O. Box 12986

Oakland, CA 94621

☑ RETURN AUTHORIZATION REQUEST (SEND ____________ LABELS)

☐ LISTED ITEMS HAVE BEEN RETURNED (From Dept. ____________)

INVOICE NUMBER	DATE OF INVOICE	LOT NUMBER	QUANTITY	ITEM	CLASS CODE	PRICE AT COST	EXTENSION AT COST	PRICE AT RETAIL	EXTENSION AT RETAIL
2380	4/9/79	9540	1	Deck Chair Sail Collar Dress Size 5		26.00	26 00		
				SUB TOTAL		2[illegible].00			
				TRANSP.					
				TOTAL					

RETURNED BY (NAME OF STORE) Fashions, Inc.

ADDRESS 620 Main

CITY AND STATE Helena, Montana 59601

DATE SHIPPED ____________ VIA ____________

DEPT MANAGER (Name of Student) SHIPPING CLERK ____________

REASON Sent more than ordered.

RETURN REQUEST VOUCHER

Key

Parts B, C, D

Fabula

Fashions
ATT
C N9748
18703
size
$4.00

$4.17

Fashions
ATT
C N9748
18703
size
$4.00

$4.17

Fashions
ATT
C N9748
18703
size
$4.00

$4.17

Fashions
ATT
C N9748
18703
$3.40 size
~~$4.00~~

$4.17

Fashions
ATT
C N9748
18703
$3.40 size
~~$4.00~~

$4.17

Fashions
ATT
C N9748
18703
$3.40 size
~~$4.00~~

$4.17

Fashions
MPT
C N9764
18703
size
$3.00

$3.13

Fashions
MPT
C N9764
18703
size
$3.00

$3.13

Fashions
MPT
C N9764
18703
size
$3.00

$3.13

Fashions
MPT
C N9764
18703
size
$3.00

$3.13

Fashions
MPT
C N9764
18703
size
$3.00

$3.13

Fashions
MPT
C N9764
18703
$2.55 size
~~$3.00~~

$3.13

Westport

Fashions
MIPT
C 747/04
7018
size
$ 39.00

$36.79

Fashions
MIPT
C 747/04
7018
$29.25 size
~~$ 39.00~~

$36.79

Fashions
MIPT
C 747/08
7018
size
$ 39.00

$36.79

Fashions
MIPT
C 747/08
7018
$29.25 size
~~$ 39.00~~

$36.79

Esprit de Corp

Fashions
MKPT
C 7342-84
602
3
$21.60 size
~~$ 27.00~~

$24.55

Fashions
MKPT
C 7342-84
602
5
size
$27.00

$24.65

Fashions
MKPT
C 7342-84
602
5
size
$27.00

$24.55

Fashions
MKPT
C 7342-84
602
7
size
$27.00

$24.55

Foxy Lady - 2310

Fashions
MKPT
C 7342-84
602
7
$21.60 size
~~$ 27.00~~
$24.55

Fashions
ARTT
B 9540
3454
7
$39.00 size
~~$52.00~~

$57.78

Fashions
ARTT
B 9540
3454
9
size
$52.00

$57.78

Fashions
ARTT
B 9540
3454
11
$39.00 size
~~$52.00~~

$57.78

Foxy Lady - 6833

Fashions
MOPT
B 9603
3454
3
size
$35.00

$38.89

Fashions
MOPT
B 9603
3454
5
size
$22.45
~~$36.00~~

$38.89

Fashions
MOPT
B 9603
3454
7
size
$36.00

$38.89

Fashions
MOPT
B 9603
3454
9
size
$36.00

$38.89

Bon Jour

Fashions
MEPT
C 8-101
358
6
size
$20.30
~~$29.00~~

$24.17

Fashions
MEPT
C 8-101
358
8
size
$29.00

$24.17

Fashions
MEPT
C 8-101
358
8
size
$20.30
~~$29.00~~

$24.17

Fashions
MEPT
C 8-101
358
10
size
$29.00

$24.17

Fashions
MEPT
C 8-101
358
10
size
$29.00

$24.17

Fashions
MEPT
C 8-101
358
14
size
$20.30
~~$29.00~~

$24.17

Fashions
size

Fashions
size

RELATED UNIT OF INSTRUCTION:	BUYING-PRICING
PROJECT TITLE:	SETTING PRICES ON GOODS
SUGGESTED GRADE LEVEL:	SENIORS, POST SECONDARY
TIME REQUIRED TO COMPLETE PROJECT:	ONE DAY ON EACH SHEET GIVEN
PROJECT RATIONALE:	A BUSINESS STUDENT, LIKE EVERY BUSINESSMAN, SHOULD KNOW HOW TO PREPARE GOODS FOR PRICING.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL LEARN THROUGH THE USE OF WORKSHEETS HOW TO COMPUTE SPLIT GROUP PRICING, TRANSLATE PERCENTAGES AND COMPLETE MATHEMATICAL MANIPULATIONS.
PROJECT DESCRIPTION:	A SERIES OF WORKSHEETS ON SPLIT GROUP PRICING, HANDOUTS ON PRICING, TRANSLATING PERCENTAGES AND MATHEMATICAL MANIPULATIONS.
EVALUATION PROCEDURES:	ONE POINT ASSIGNED FOR EACH CORRECT ANSWER.
RESOURCES REQUIRED FOR PROJECT:	ATTACHED SHEETS
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	VALLEY CITY MULTI-DISTRICT VOCATIONAL CENTER VALLEY CITY, NORTH DAKOTA

BUYING

NUMBER	ASSIGNMENT	DATE COMPLETED	GRADE
1.	Read and complete handouts 1-8 on skill in setting prices on goods.		
2.	Do 2 worksheets on split group pricing.		
3.	Read pricing handout.		
4.	Do assignment sheet #1.		
5.	Do using and translating percentages pretest.		
6.	Complete mathamtical manipulations 1,3,4,5,6,7,8.		

The above assignments have been completed by the student.

Student ______________________________

Teacher-Coordinator ______________________________

HANDOUT #1

SKILL IN SETTING PRICES ON GOODS

Every businessman prepares periodically an income statement, which gives him a picture of the way his business looks financially. This statement gives the merchant the information he needs to determine retail prices--the cost plus the markup. To arrive at the selling price that will yield a profit, the merchant begins with his sales. Suppose that estimated sales for the coming year are $100,000, that the cost of merchandise to be purchased is $70,000, that total estimated operating, or overhead, expenses are $25,000, and that the merchant desires to obtain a net profit on sales of 5 percent. He believes that this profit is in line with that earned by retailers in the same business.

Below is a sample income statement summarizing the figures given above.

Income Statement

Income from net sales	$100,000
Less cost of merchandise sold	70,000
Gross margin	$ 30,000
Less operating expenses	25,000
Net profit (5% of sales	$ 5,000

To determine the margin, gross margin, gross profit (all meaning the same) the businessman would use the following formula or illustration:

Margin ÷ Sales = Markup
$30,000 ÷ $100,000 = .30 or 30%

He now knows that, in order to cover his operating expenses and earn a profit of 5 percent, he must work on a 30 percent margin on sales. In other words, he must price his goods--that is, mark them up over the cost price--at a figure sufficient to give him the margin he needs.

Exercises:

1. A small specialty shop estimates its total sales for next year to be $150,000. The owner projects his expenses to be $35,000. He wants to make a net profit of $15,000. Determine the markup percentage he needs to maintain.____________

2. A small independent grocer estimates his operating expenses next year will be $30,000. He wants to make $15,000 net profit. He anticipates his sales will reach $150,000. Determine the markup percentage he needs to maintain.

    ____

HANDOUT #2

SKILL IN SETTING PRICES ON GOODS

You will be given the cost of items of merchandise and will be expected to determine the retail price for each item.

Item No. 1 would be computed as follows:

$$\text{Retail Price} = \frac{\text{Cost}}{100\%\text{-Markup}}$$

$$\text{Retail Price} = \frac{\$3.95}{100\%-35\%}$$

$$\text{Retail Price} = \frac{\$3.95}{65\%} = \$6.08$$

You determine the retail price for No. 2, 3, and 4.

Item	Cost	Markup	Retail Price
1. Shirt	$3.95	35%	$6.08
2. Pants	$10.85	40%	
3. Bicycle	$20.75	30%	
4. Wigs	$15.75	55%	

HANDOUT #3

SKILL IN SETTING PRICES ON GOODS

The cost method of determining retail prices is not as common as the retail method but is used by many small stores.

When this method is used, the markup percentage is expressed as a percentage of cost.

Sample problem: The cost of an article is $24.00 and the desired markup is 40% of the cost. Find the retail price.

Cost + Markup = Retail

Retail = $24.00 + (40% of cost)
Retail = $24.00 + (40% of $24.00)
Retail = $24.00 + (.40 X $24.00)
Retail = $24.00 + $9.60
Retail = $33.60

In short, to solve this problem all that was needed was to take 40% of $24.00 and add this to the $24.00.

Complete the following:

Cost	Markup	Retail
1. $16.00	40%	______
2. $18.00	50%	______
3. $ 7.00	32%	______

HANDOUT #4

SKILL IN SETTING PRICES ON GOODS

Mental method for determining retail prices using retail method not cost.

In many cases (where markup is a simple figure like 40%, 30%, 20%, etc.) the retail price can be found by dividing the cost mentally by the cost percentage.

Sample problem: Cost is $24.00, markup percentage is 40% of retail. Find retail.

Cost % = 60% (100% - 40%)

Think--6 into $24.00 = $4.00. Move the decimal point one place to the right; the retail price is $40.00.

Mental Problems to be completed:

M% of Retail	Cost	Retail
1. 30%	$ 21.00	______
2. 50%	20.00	______
3. 40%	120.00	______
4. 20%	24.00	______
5. 10%	180.00	______
6. 40%	48.60	______

HANDOUT #5

SKILL IN SETTING PRICES ON GOODS

You must determine whether or not the four departments listed below made a profit or loss, and how much.

EXAMPLE: Margin x Sales = Dollar Amount
22% x $30,000 = $6,600

QUARTERLY STATEMENT OF SALES, MARGIN & OPERATING EXPENSES

Dept.	Sales	Margin	Operating Expenses	Profit or Loss
Dept. A	$30,000	22%	$ 7,000	
Dept. B	40,000	35%	8,000	
Dept. C	30,000	30%	8,000	
Dept. D	45,000	28%	14,000	

After completing or determining the profit or loss for each department in the exercise above, answer the two questions below:

1. In your own opinion, what was the problem in Department A?______________

____

2. What was the problem in Department D?______________________________

____

HANDOUT #6

SKILL IN SETTING PRICES ON GOODS

Markdown -- Retail price reduction caused by inability to sell goods at original ... retail prices. There are two methods of computing markdown percentages. The most popular method is to determine the markdown percentage as it relates to selling price.

Example:	Original retail	$1.98
	Selling price	-1.50
	Markdown	$ .48

$.48 - $1.50 = 32% Markdown

The second method is to determine the markdown percentage off original retail.

Example:	Original retail	$1.98
	Selling price	-1.50
	Markdown	$ .48

$.48 - $1.98 = 24.2%

The need to mark down goods is one of the persistent and bothersome problems of the retailer because it cuts into his margin. Some of the following reasons may be held to be responsible for markdowns.

1. Changes in style
2. Easily damaged
3. Easily soiled or spoiled
4. Easily shoplifted
5. Competition
6. Unwise buying

Experience and close observation will help the merchant in determining the percentage of markdown he must take. The wise retailer through experience learns to mark down goods quickly when there is evidence that they are not going to move. Desired turnover and adequate sales volume depend on taking substantial markdowns, timed to move slow sellers.

HANDOUT #7

SKILL IN SETTING PRICES ON GOODS

DIRECTIONS: Make a survey in your community. Select 10 national brand items, then visit at least 2 stores and compare the way the prices are placed on each item and also compare the prices.

	Price		Pricing Technique G-good A-average P-poor	
Item of Merchandise	Store 1	Store 2	Store 1	Store 2
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

EXERCISE SPLIT-GROUP PRICING

GROUP PRICE

How much would you charge a customer if she purchased the following:

GROUP PRICE	ONE ITEM	TWO ITEMS	THREE ITEMS
5 for 49	________	________	________
3 for 49	________	________	________
4 for 33	________	________	________
7 for $1	________	________	________
3 for 57	________	________	________
6 for $1	________	________	________
6 for 45	________	________	________
4 for 29	________	________	________
8 for $1	________	________	________
6 for 23	________	________	________
9 for $1	________	________	________
3 for 88	________	________	________
3 for 27	________	________	________
2 for 57	________	________	________
6 for 55	________	________	________
3 for 85	________	________	________
5 for 89	________	________	________
3 for 57	________	________	________

Attachment #2--- Mathematics of Pricing

GIVEN	TO FIND	PROCEDURE
Cost price, retail price	Markup in dollars	Retail - cost
Markup in dollars, retail price	Cost price	Retail - markup
Markup in dollars, cost price	Retail price	Cost + markup
Retail price, markup in dollars	Markup percent (retail)	$MU ÷ Retail
Cost price, markup in dollars	Markup percent (cost)	$MU ÷ cost
Cost price, original retail selling price	Initial markup	Original Retail - Cost
Cost price, final sales price	Maintained markup	Sales prices - cost
Retail price, markup percent	Cost price	Retail x (100%-MU%)
Cost price, markup percent	Retail price	Cost ÷ (100%-MU%)
Estimated expenses, profits, price reductions, sales	Initial markup	(expenses + profits + price reductions) ÷ by (Sales+Reductions)
Original retail selling price, final sales price	Markdown	Original Retail - Sales price
Dollar markdown, total sales	Markdown percent	$MD ÷ Total Sales

PRICING

ASSIGNMENT SHEET #1

NAME______________________________ DATE______________________

1. From the following information figure
   a. The margin ______________
   b. The markup percent__________

INCOME STATEMENT

	Volume	Percent
Income from sales	$350,000	100%
Less cost of merchandise sold	-227,500	65%
Gross Margin	$122,500	35%
Less operating expenses	-105,000	30%
Net profit	$ 17,500	5%

2. If a pair of loafers cost $17.00 and the markup is $9.50, what would the retail price be?

3. If a sweater retails for $25.00 and has a markup of $12.50, what is the cost of the sweater?

4. If a buyer bought sun glasses at $3.75 and retailed them for $4.50, what was the markup in dollars?

5. Bobby bought a pair of dress flairs at $12.00. If those same pants cost the store $7.00, what was the percent markup based on cost?

6. Gary bought a leather belt for $15.00. If that belt cost the store only $9.00, what was the percent markup based on retail?

7. If a group of ladies; vests cost the store $12.75 each, and the buyer needed a 40% markup on them, what would be the retail price of each vest?

8. If the buyer of a jewelry store buys watches at $35.00 each and desires a 50% markup, what would be the retail price of each watch?

9. If a buyer wishes to have a price line of dresses at $19.95, and desires a markup of 45%, what can he afford to pay for each dress at that price line?

PRE-TEST

USING AND TRANSLATING PERCENTAGES

DIRECTIONS: Complete the following problems with 90% accuracy. Place your answer in the space to the right of each problem.

Check with the Learning Manager to obtain a score for this pre-test. If you have passed, go on to the pre-test for the next competency.

1. Write 5% as a decimal. 1.________________

2. Find 2% of $675. 2.________________

3. Change 3.5 to a percent. 3.________________

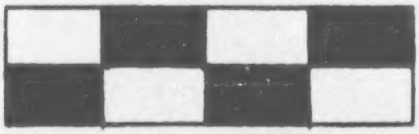
4. Write .54 as a percent. 4.________________

5. Write 10% as a fraction. 5.________________

6. 4 is 20% of what number? 6.________________

7. Find 20% of 25. 7.________________

8. What percent of the figure is shaded? 8.________________



9. One morning, 2% of the pupils of a school were absent. If 16 pupils were absent, how many pupils were enrolled? 9.________________

10. If a discount of 20% is given on an article marked $17.50, what is the amount of the discount? 10.________________

HANDOUT #1

MATHEMATICAL MANIPULATIONS

DIRECTIONS: Find the sum for each of the addition problems shown below.

1.	2.	3.	4.	5.	6.	7.	8.
62	86	42	44	31	51	34	50
35	10	22	13	17	20	24	28

9.	10.	11.	12.	13.	14.	15.	16.
41	32	31	55	40	61	23	444
35	46	4	0	2	0	3	323
		2	1	1	2	0	
		1	2	3	5	2	

17.	18.	19.	20.
716	853	256	764
208	127	209	104

HANDOUT #3

MATHEMATICAL MANIPULATIONS

DIRECTIONS: Find the difference for each of the subtraction problems shown below.

1. $\begin{array}{r} 63 \\ \underline{31} \end{array}$
2. $\begin{array}{r} 58 \\ \underline{34} \end{array}$
3. $\begin{array}{r} 74 \\ \underline{54} \end{array}$
4. $\begin{array}{r} 65 \\ \underline{42} \end{array}$
5. $\begin{array}{r} 34 \\ \underline{20} \end{array}$
6. $\begin{array}{r} 75 \\ \underline{31} \end{array}$
7. $\begin{array}{r} 89 \\ \underline{69} \end{array}$
8. $\begin{array}{r} 27 \\ \underline{11} \end{array}$
9. $\begin{array}{r} 97 \\ \underline{63} \end{array}$
10. $\begin{array}{r} 76 \\ \underline{60} \end{array}$
11. $\begin{array}{r} 168 \\ \underline{74} \end{array}$
12. $\begin{array}{r} 569 \\ \underline{99} \end{array}$
13. $\begin{array}{r} 447 \\ \underline{62} \end{array}$
14. $\begin{array}{r} 808 \\ \underline{95} \end{array}$
15. $\begin{array}{r} \$1.43 \\ \underline{.50} \end{array}$
16. $\begin{array}{r} \$7.34 \\ \underline{5.84} \end{array}$
17. $\begin{array}{r} \$8.46 \\ \underline{4.09} \end{array}$
18. $\begin{array}{r} 505 \\ \underline{245} \end{array}$
19. $\begin{array}{r} 318 \\ \underline{273} \end{array}$
20. $\begin{array}{r} 952 \\ \underline{170} \end{array}$

HANDOUT #4

MATHEMATICAL MANIPULATIONS

DIRECTIONS: Complete the answers to these multiplication problems

1.	$\begin{array}{r}8\\ \underline{2}\end{array}$	$\begin{array}{r}11\\ \underline{7}\end{array}$	$\begin{array}{r}2\\ \underline{1}\end{array}$	$\begin{array}{r}15\\ \underline{8}\end{array}$	$\begin{array}{r}5\\ \underline{4}\end{array}$	$\begin{array}{r}14\\ \underline{5}\end{array}$	$\begin{array}{r}8\\ \underline{1}\end{array}$	$\begin{array}{r}9\\ \underline{3}\end{array}$	$\begin{array}{r}11\\ \underline{9}\end{array}$	$\begin{array}{r}8\\ \underline{6}\end{array}$
2.	$\begin{array}{r}12\\ \underline{6}\end{array}$	$\begin{array}{r}7\\ \underline{4}\end{array}$	$\begin{array}{r}16\\ \underline{7}\end{array}$	$\begin{array}{r}5\\ \underline{1}\end{array}$	$\begin{array}{r}13\\ \underline{8}\end{array}$	$\begin{array}{r}3\\ \underline{2}\end{array}$	$\begin{array}{r}15\\ \underline{9}\end{array}$	$\begin{array}{r}8\\ \underline{5}\end{array}$	$\begin{array}{r}6\\ \underline{3}\end{array}$	$\begin{array}{r}7\\ \underline{5}\end{array}$
3.	$\begin{array}{r}10\\ \underline{4}\end{array}$	$\begin{array}{r}11\\ \underline{2}\end{array}$	$\begin{array}{r}13\\ \underline{7}\end{array}$	$\begin{array}{r}6\\ \underline{1}\end{array}$	$\begin{array}{r}16\\ \underline{8}\end{array}$	$\begin{array}{r}6\\ \underline{2}\end{array}$	$\begin{array}{r}16\\ \underline{9}\end{array}$	$\begin{array}{r}9\\ \underline{1}\end{array}$	$\begin{array}{r}10\\ \underline{6}\end{array}$	$\begin{array}{r}11\\ \underline{3}\end{array}$
4.	$\begin{array}{r}10\\ \underline{5}\end{array}$	$\begin{array}{r}4\\ \underline{1}\end{array}$	$\begin{array}{r}9\\ \underline{8}\end{array}$	$\begin{array}{r}4\\ \underline{3}\end{array}$	$\begin{array}{r}14\\ \underline{9}\end{array}$	$\begin{array}{r}9\\ \underline{2}\end{array}$	$\begin{array}{r}14\\ \underline{6}\end{array}$	$\begin{array}{r}13\\ \underline{4}\end{array}$	$\begin{array}{r}4\\ \underline{2}\end{array}$	$\begin{array}{r}10\\ \underline{9}\end{array}$

HANDOUT #5

MATHEMATICAL MANIPULATIONS

DIRECTIONS: Find the product for each of the multiplication problems shown below.

1. $\begin{array}{r} 43 \\ \underline{2} \end{array}$
2. $\begin{array}{r} 61 \\ \underline{3} \end{array}$
3. $\begin{array}{r} 24 \\ \underline{2} \end{array}$
4. $\begin{array}{r} 92 \\ \underline{3} \end{array}$
5. $\begin{array}{r} 81 \\ \underline{2} \end{array}$
6. $\begin{array}{r} 63 \\ \underline{3} \end{array}$
7. $\begin{array}{r} 44 \\ \underline{2} \end{array}$
8. $\begin{array}{r} 53 \\ \underline{2} \end{array}$
9. $\begin{array}{r} 84 \\ \underline{2} \end{array}$
10. $\begin{array}{r} 41 \\ \underline{3} \end{array}$
11. $\begin{array}{r} 134 \\ \underline{7} \end{array}$
12. $\begin{array}{r} \$2.96 \\ \underline{\quad\quad 3} \end{array}$
13. $\begin{array}{r} \$1.85 \\ \underline{\quad\quad 4} \end{array}$
14. $\begin{array}{r} 359 \\ \underline{\quad 2} \end{array}$
15. $\begin{array}{r} 134 \\ \underline{\quad 5} \end{array}$
16. $\begin{array}{r} 19 \\ \underline{47} \end{array}$
17. $\begin{array}{r} 42 \\ \underline{28} \end{array}$
18. $\begin{array}{r} 17 \\ \underline{59} \end{array}$
19. $\begin{array}{r} 15 \\ \underline{67} \end{array}$
20. $\begin{array}{r} 58 \\ \underline{16} \end{array}$

HANDOUT #6

MATHEMATICAL MANIPULATIONS

DIRECTIONS: Complete the answers to these multiplication problems

1.	5	7	1	9	3	2	2	1	8	4
	3	2	1	4	6	2	5	4	6	8
2.	4	2	1	6	8	9	8	6	2	5
	2	8	7	7	2	8	3	6	1	7
3.	7	1	7	9	6	4	9	3	8	1
	9	3	4	7	1	8	3	1	5	2
4.	6	7	3	6	5	9	4	1	3	2
	5	6	3	8	1	6	2	5	9	6

HANDOUT #7

MATHEMATICAL MANIPULATIONS

DIRECTIONS: Divide the following.

1. $3\overline{)39}$ 2. $2\overline{)48}$ 3. $4\overline{)44}$ 4. $3\overline{)63}$ 5. $2\overline{)26}$ 6. $2\overline{)42}$

7. $4\overline{)88}$ 8. $3\overline{)66}$ 9. $2\overline{)84}$ 10. $2\overline{)68}$ 11. $2\overline{)182}$ 12. $3\overline{)249}$

13. $4\overline{)128}$ 14. $2\overline{)106}$ 15. $7\overline{)\$2.38}$ 16. $2\overline{)\$1.96}$ 17. $8\overline{)\$3.36}$ 18. $4\overline{)248}$

19. $21\overline{)42}$ 20. $21\overline{)84}$

HANDOUT #8

MATHEMATICAL MANIPULATIONS

DIRECTIONS: Complete the answers to these division problems

1. $5\overline{)30}$ $8\overline{)32}$ $1\overline{)3}$ $4\overline{)16}$ $7\overline{)14}$ $3\overline{)9}$ $6\overline{)30}$ $9\overline{)72}$

2. $2\overline{)16}$ $7\overline{)49}$ $3\overline{)27}$ $4\overline{)4}$ $2\overline{)2}$ $6\overline{)12}$ $9\overline{)27}$ $7\overline{)28}$

3. $3\overline{)18}$ $5\overline{)45}$ $4\overline{)28}$ $8\overline{)8}$ $6\overline{)42}$ $1\overline{)6}$ $5\overline{)10}$ $8\overline{)64}$

4. $6\overline{)48}$ $9\overline{)54}$ $3\overline{)3}$ $5\overline{)20}$ $1\overline{)9}$ $6\overline{)54}$ $8\overline{)16}$ $7\overline{)35}$

5. $2\overline{)8}$ $4\overline{)12}$ $7\overline{)63}$ $2\overline{)14}$ $1\overline{)1}$ $3\overline{)12}$ $8\overline{)48}$ $6\overline{)36}$

ANSWER KEY

PAGE 249

1. $6.08
2. $18.08
3. $29.64
4. $35.00

PAGE 250

1. $22.40
2. $27.00
3. $9.24

PAGE 251

1. $30.00
2. $40.00
3. $200.00
4. $30.00
5. $200.00
6. $81.00

PAGE 252

1. $6,600 - Loss $400
2. $14,000 - Profit $6,000

PAGE 252 Continued

3. $9,000 - Profit $1,000
4. $12,600 - Loss $1,400

PAGE 259

2. $26.50
3. $12.50
4. $.75
5. 72%
6. 40%
7. $21.25
8. $70.00
9. $10.97

PAGE 260

1. $.05
2. $13.50
3. .035
4. .0054
5. 10/100
6. 20
7. $6.25
8. 50%

PAGE 260 Continued

9. 80
10. $3.50

PAGE 261

1. 97
2. 96
3. 64
4. 57
5. 48
6. 71
7. 58
8. 78
9. 76
10. 78
11. 38
12. 58
13. 46
14. 68
15. 28
16. 767
17. 924
18. 980
19. 465
20. 868

PAGE 262

1. 32
2. 24
3. 40
4. 23
5. 14
6. 44
7. 20
8. 16
9. 34
10. 16
11. 94
12. 470
13. 385
14. 713
15. 93
16. 1.50
17. 3.37
18. 260
19. 45
20. 782

PAGE 263

1. 16, 77, 2, 120, 20, 70, 8, 27, 99, 48
2. 72, 28, 112, 5, 104, 6, 135, 40, 18, 35

ANSWER KEY

PAGE 263 Continued

3. 40, 22, 91, 6, 128, 12, 144, 9, 60, 33

4. 50, 4, 72, 12, 126, 18, 84, 52, 8, 90

PAGE 265

1. 15, 14, 1, 36, 18, 4, 48, 32

2. 8, 16, 7, 42, 16, 72, 24, 36, 2, 35

3. 63, 3, 28, 63, 6, 32 27, 3, 48, 12

4. 30, 42, 9, 48, 5, 54 8, 5, 27, 12

PAGE 266

1. 13
2. 24
3. 11
4. 21
5. 13
6. 21
7. 22
8. 22
9. 42
10. 34
11. 91
12. 83
13. 32
14. 53
15. .34
16. .98
17. .42
18. 62
19. 2
20. 4

PAGE 267

1. 6, 4, 3, 4, 2, 3, 5, 8

2. 8, 7, 9, 1, 1, 2, 3, 4

3. 6, 9, 7, 1, 7, 6, 2, 8

4. 8, 6, 1, 4, 9, 9, 2, 5

5, 4, 3, 9, 7, 1, 4, 6, 6

MERCHANDISE HANDLING

RELATED UNIT OF INSTRUCTION:	MERCHANDISING HANDLING
PROJECT TITLE:	COST METHOD OF INVENTORY
SUGGESTED GRADE LEVEL:	SENIORS, POST SECONDARY
TIME REQUIRED TO COMPLETE PROJECT:	15 MINUTES
PROJECT RATIONALE:	IT IS ESSENTIAL THAT A BUSINESSPERSON MUST KNOW HOW TO CONTROL A STORES INVENTORY.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL LEARN HOW TO COMPUTE INVENTORY BY THE COST METHOD, THE RETAIL METHOD AND FIGURE THE STOCK TO SALES RATIO OF MERCHANDISE.
PROJECT DESCRIPTION:	A HANDOUT AND A WORKSHEET IS PROVIDED FOR DETERMINING THE COST METHOD, THE RETAIL METHOD AND STOCK TO SALES RATIOS.
EVALUATION PROCEDURES:	ONE POINT IS GIVEN FOR EACH CORRECT ANSWER ON EACH WORKSHEET.
RESOURCES REQUIRED FOR PROJECT:	ATTACHED SHEETS
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	VALLEY CITY MULTI-DISTRICT VOCATIONAL CENTER VALLEY CITY, NORTH DAKOTA

HANDOUT #1 - SECTION 3

THE COST METHOD

Businesses who have a rapid turnover and who have merchandise for which prices may change several times during a day use the cost method of computing inventory valuation because it is the simplest to figure. The cost method of inventory requires a physical inventory which lists the cost prices of every article of merchandise in stock. All information called for on an inventory sheet must be obtainable from price tickets attached to the merchandise. To avoid making public the price which is paid at wholesale, the merchant will establish a code for cost prices. In making cost codes, ten different letters or symbols may be used to represent the ten figures 1, 2, 3, etc.

Examples: 1 2 3 4 5 6 7 8 9 0   1 2 3 4 5 6 7 8 9 0
C O M E A N D B U Y   M O N E Y T A L K S

For example, the letters MBA on an item coded under the first example would indicate a cost of $3.85.

The inventory sheets are filled in at inventory and the cost prices must be decoded in the controller's office to find the total cost inventory. The risk of error is greater with the cost method because code letter are more likely to be spoken or copied incorrectly. A store using the cost method will also keep a record of purchases at cost and will take physical inventory periodically.

The cost method may overstate the actual value of the goods since losses due to depreciation are not shown until the article is sold. Physical inventories should show the age of the stock, and adjustments should be make for merchandise that has been in stock for a long period of time.

Example: Merchandise on hand from 1 to 3 months might be valued at the original cost.

Merchandise on hand from 3 to 6 months might be valued at 25% less than the original cost.

Merchandise on hand from 6 to 9 months might be valued at 50% less than the original cost.

This would help the inventory from being overstated.

HANDOUT #1, SECTION 4

SELF-EVALUATION

1. The ____________________ method of computing inventory valuation is the easiest to figure.

2. Businesses who have a rapid turnover and who have merchandise for which prices may change several times during the day usually prefer to use the ____________________ method of computing inventory.

3. The cost method may ____________________ the actual value of the merchandise.

4. The cost method requires a ____________________ which lists the cost prices of every article of merchandise in stock.

5. To avoid making public the price which is paid at wholesale, the merchant will establish a ____________________ for cost prices.

6. A merchant who uses the code COMEANDBUY to designate cost price finds when he takes a physical inventory that he has the following:

   20 pairs of shoes coded CEBA
   10 pairs of shoes coded OCKY
   30 pairs of shoes coded YUEA

   What was the total cost of the sixty pairs of shoes? ______________________________

HANDOUT #1, SECTION 5

THE RETAIL METHOD

The retail method of inventory valuation has become popular in recent years in large firms. The retail method requires three steps in finding cost.

1) The maintaining of records at cost and at retail. This is a book inventory which inicates the dollar value of stock which is supposed to be on hand at any time.

2) When price tickets and inventory sheets call for prices at retail only, take a physical inventory at retail. The purpose of a physical inventory is to discover shortages and overages. If a book inventory has been kept with complete accuracy, the excess of amount of the book inventory over the physical inventory will be an accurate amount of shortage. An overage is an excess of physical inventory over book inventory.

3) The third step is the converting the closing retail inventory to cost. When closing inventory is to be computed, the opening inventory and purchases are totaled at both cost and retail. By subtracting total cost from total retail, you find the mark-on in dollars. The mark-on in dollars is divided by the total retail of merchandise to arrive at mark-on percentage. The compliment of this percentage is the one which is used to convert physical inventory to cost. When converting retail to cost the folosing equations are used:

   a) Retail (Dollars) - Cost (Dollars) = Mark-on (Dollars)

   b) Mark-on (Dollars) + Retail (Dollars) = Mark-on percent

   c) 100% - Mark-on % = Cost %

   d) Retail (Dollars) x Cost % =Cost (Dollars)

Sample Problem: (a) Determine the closing book inventory at retail.
(b) Determine the book inventory at cost from the following information:

	Cost	Retail
Opening inventory	$10,000	$15,000
Purchases	20,000	35,000
Net sales		32,000

Solution: Set up the problem and solve as follows:

	Cost	Retail	Mark-on Dollars	Mark-on Percent
Opening inventory	$10,000	$15,000		
Purchases	20,000	35,000		
Total merchandise	30,000	50,000	$20,000	40%
Net sales		32,000		
Closing book inventory	(b) 10,800	(a) 18,000		

$50,000 - 32,000 = 18,000 Closing book inventory at retail.

HANDOUT #1, SECTION 5 (continued)

THE RETAIL METHOD

Since the retail value of the closing inventory is $18,000 and the cumulative mark-on is 40%, the cost value of the closing inventory may be calculated:

Cost = 60%

+ Mark-on = 40% $18,000 x .60 = $10,811

Retail 18,000 = 100%

HANDOUT #1, SECTION 6

Compute the following problem by determining the buyer's (a) closing book inventory at retail and (b) closing book inventory at cost.

What would be a buyer's closing book inventory at cost and at retail if he had an opening inventory of $8,500 at cost and $13,000 at retail? Purchases cost $17,000 and were expected to retail at $30,500. Net sales totaled $34,150.

	Cost	Retail	Mark-on Dollars	Mark-on Percent
Opening inventory	$ 8,500	$13,000		
Purchases	17,000	30,500		
Total merchandise	25,500	43,500	$18,000	
Net sales		34,150		
Closing book inventory	(b)	(a)		

POST-TEST

RETAIL OR COST METHOD OF INVENTORY

DIRECTIONS: Correctly complete 4 of the 5 problems below:

1 2 3 4 5 6 7 8 9 10

A. Using the cost code R E P U B L I C A N, find the amount of the cost for the following.

1. UNEC ____________________ 1.

2. LRAP ____________________ 2.

3. BIAE ____________________ 3.

From the following information, determine

4. the closing book inventory at retail ____________________ 4.

5. the closing book inventory at cost ____________________ 5.

	Cost	Retail	Dollars	Percent
Opening inventory	$15,000	$20,000		
Purchases	30,000	55,000		
Total Merchandise	45,000	75,000	$30,000	
Net Sales		65,000		
Closing book inventory				

FIGURING STOCK-TO-SALES RATIO

DIRECTIONS: Complete Handout #1 through Handout #3 in order to define stock-sales ratio, and calculate problems correctly figuring stock-sales ratio and B.O.M.Stock needed to maintain sales.

On completion of this activity, take post-test.

Handout #1 - Section One

An important relationship between sales and stocks is stock-sales ratio.

Stock-Sales Ratio is an expression of the ratio of the retail stock at either the beginning or the end of the month to sales for that month.

In the first instance it is called the B.O.M. stock-sales ratio, the second instance is called the E.O.M. stock-sales ratio. B.O.M. means Beginning of the Month. E.O.M. means the End of the Month. The B.O.M. stock-sales ratio is more useful because there is a casual relation between beginning stocks and planned sales for a month. B.O.M. stock-sales ratio will be used in your work with stock-sales ratio.

B.O.M. stock-sales ratio is expressed in formula form:

$$\text{B.O.M. Stock-Sales Ratio} = \frac{\text{B.O.M. Stock at Retail}}{\text{Sales for the Month}}$$

E.O.M. stock-sales ratio is expressed in formula like:

$$\text{E.O.M. Stock-Sales Ratio} = \frac{\text{E.O.M. Stock at Retail}}{\text{Sales for the Month}}$$

The figures to be used in working with this formula for finding stock-sales ratio are obtained from:

B.O.M. and E.O.M. stock comes from inventory records

Sales figures come from records on sales

These figures may be taken from past, present, and planned records.

HANDOUT #1 - SECTION TWO

FIGURING STOCK-TO-STOCK RATIO

Stock-Sales ratio is an expression of the ratio of the retail ______________________
at either of the ______________________________ or the ______________________________
of the month to ______________________________ for that month.

Stock-sales ratio can be expressed in formula form. Write the formula for finding the stock-to-sales ratio:

HANDOUT #2 - SECTION ONE

FIGURING STOCK-TO-SALES RATIO

Calculations of the Stock-Sales Ratio can be determined by using the formula.

A housewares department had an October B.O.M. stock of $15,000. Sales for the month of October totaled $5,000.

To find the B.O.M. Stock-Sales Ratio:

$$\text{B.O.M. Stock-Sales Ratio} = \frac{\text{B.O.M. Stock at Retail}}{\text{Sales}}$$

$$\text{B.O.M. Stock-Sales Ratio} = \frac{\$15,000.00}{\$\ 5,000.00}$$

$$\text{B.O.M. Stock-Sales Ratio} = 3$$

If the B. O. M. Stock-sales ratio is 3, this means that there is a 3:1 ratio of B.O.M. Stock to the sales for that month.

A ratio shows how one item is in relationship to another item.

A ratio is written like this:

3:1

In our problem here, there is three times as much stock at the beginning of the month as sales for the month. A stock-sales ratio is always expressed as a whole number and/or the nearest tenth decimal part thereof. The ratio of that number to one is always implied.

HANDOUT #2 - SECTION TWO

FIGURING STOCK-TO-SALES RATIO

Answer the following true - false questions about stock-sales ratio. Circle T if the statement is true; F if the statement is false.

T F A ratio shows how one item is in relationship to another item.

T F If a stock-sales ratio is 3, this means that there was 3 times as many sales as there was stock.

T F You may write a ratio in this manner - 3:1; or it may be written by just using the 3.

T F A ratio is always expressed as a whole number and/or the nearest tenth decimal part thereof.

T F A ratio of a number to one is always implied.

Calculate the B.O.M. stock-sales ratio for the following:

1. An infant's department had a B.O.M. stock of $10,000.00 and the sales for the month were $5,000.00.

   The B.O.M. stock-sales ratio is ______________________________.

2. A ladies department had a B.O.M. stock of $12,000.000. The sales for the month was $9,000.00.

   The B.O.M. stock-sales ratio is ______________________________.

3. A buyer had a March B.O.M. stock of $14, 000.00. Sales for the month were $20,000.00.

   The B.O.M. stock-sales ratio was ______________________________.

4. Did one of the above examples have a ratio of less than 1:1? ______________________

HANDOUT #3 - SECTION ONE

FIGURING STOCK-TO-SALES RATIO

An advantage of the stock-sales ratio is that it gives a basis for planning stocks that should be on hand at a given time. It allows a department to figure how much stock it will need in order to meet planned sales for the month. The important considerations are the stocks at the beginning of the month, at the end of the month, and at specific dates during the month.

The B.O.M. stock-sales ratio multiplied by the planned sales for the month may be used to indicate the minimum initial stock needed to provide for planned sales for the month. The B.O.M. stock figure plus the purchases during the month should be sufficient to satisfy the customer requirements and still leave merchandise at the end of the month for the next month's B.O.M. stock.

The B.C.M stock-sales ratio method is again desirable because it is easier to adjust stocks downward as the month progresses if need be because the sales fall below the planned figure.

The figures to be used in the stock-sales ratio method for planning the stock needed for sales - namely figures for planned sales and planned stock-sales ratio - are taken from past sales records of the department and future projections for the department.

The stock-sales ratio formula for planning the B.O.M. stock is based upon the principle:

$$\text{B.O.M. Stock-Sales Ratio} = \frac{\text{B.O.M. Stock}}{\text{Sales}}$$

You remember this as the formula for finding stock-sales ratio. From this it can be derived that:

B.O.M. Stock = B.O.M. Stock-Sales Ratio X Sales.

To find the amount of stock a department is going to need:

A department had planned sales for July of $3,000 and a planned sotck-sales ratio of 4. What should be the B.O.M. stock for July?

B.O.M. Stock = B.O.M. Stock-Sales Ratio X Sales
B.O.M. Stock = 4 X $3,000
B.O.M. Stock = $12,000

The B.O.M. Stock for July should then be $12,000. It would take $12,000 of merchandise to realize a stock-sales ratio of 4 if the planned sales were $3,000.

HANDOUT #3 - SECTION TWO

FIGURING STOCK-TO-SALES RATIO

Find the amount of stock that should be on hand in order to maintain projected sales and stock-sales ratio.

1. If planned sales for June were $7,000 and the planned stock-sales ratio was 2, what should be the B.O.M. stock for June be?

   ____

2. A buyer's planned sales for the month was $9,000 and his stock-sales ratio is planned to be 1:5. What would the B.O.M. stock needed to realize his stock-sales ratio?

   ____

3. The boy's department has a planned stock-sales ratio of 1 for May. What should the B.O.M. stock be for the planned sales of $12,000?

   ____

RELATED UNIT OF INSTRUCTION:	MERCHANDISING HANDLING
PROJECT TITLE:	STORE ACCIDENT PREVENTION
SUGGESTED GRADE LEVEL:	SENIORS, POST SECONDARY
TIME REQUIRED TO COMPLETE PROJECT:	ONE WEEK
PROJECT RATIONALE:	ACCIDENT PREVENTION FOR A RETAIL OPERATION SHOULD BE KNOWN BY AN EMPLOYEE.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL BECOME AWARE OF HOW TO CARE FOR COMMON STORE EQUIPMENT AND FACILITIES OF A STORE AND HOW TO PREVENT ACCIDENTS USING SUCH EQUIPMENT AND FACILITIES.
PROJECT DESCRIPTION:	TWO HANDOUTS ON STORE ACCIDENT PREVENTION IS PROVIDED ALONG WITH ONE WORKSHEET AND ONE PRE-TEST. LATER, A SAFETY MANUAL FOR THE MODEL STORE WILL BE PRODUCED.
EVALUATION PROCEDURES:	OPEN (Suggest 25 pts. - manual, 1 pt. for each answer)
RESOURCES REQUIRED FOR PROJECT:	ATTACHED SHEETS
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	VALLEY CITY MULTI-DISTRICT VOCATIONAL CENTER VALLEY CITY, NORTH DAKOTA

MERCHANDISING

NUMBER	ASSIGNMENTS	DATE COMPLETED	GRADE
1.	Read the handout 1 and 2 on store accident prevention.		
2.	Complete handout #1 worksheet.		
3.	Make a safety manual for the model store. Use magazine pictures for illustrations.		
4.	Make 1 safety pledge for the school store, which can be reproduced (example: I will act in a manner which is safe and etc.)		
5.	Take pretest.		

The above assignments have been completed by the student.

Student________________________________

Teacher-Coordinator________________________

HANDOUT #1

STORE ACCIDENT PREVENTION

Correct Responses:

Store Equipment and Facilities	Accident Prevention and Care
1. Bailing or Trash Room a. Waste paper b. Floor c. Cartons d. Metal materials e. Fire door f. Door way	a. Packing materials, such as straw and excelsior, removed immediately or in metal can with tight cover b. Floor clean c. Cartons flattened d. Metal separated from burnable materials e. Fire door open f. Door way unobstructed
2. Carton Openers	a. Used for opening cartons only b. No other objects are to be used to open cartons
3. Ceiling and Walls	a. No holes b. No broken or cracked plaster, tile, or vitriolite c. No peeling paint d. No broken windows
4. Chairs and Tables	a. No broken area or sharp edges on or under chairs and tables b. Free of splinters and gum c. No holes in seats d. No broken springs
5. Counter Displays	a. Shelves and racks in good condition; adequately braced, sufficiently wide, and lipped to hold merchandise b. Display materials secure; removed to fixture room when not in use c. Pet cages protected with wire mesh where necessary
6. Counter Glass	a. All counter glass and mirrors free of raw edges and cracks b. Surplus glass not stored on floor or behind counter or aisles
7. Counters and Understock Doors a. Handles b. Resting seats	a. No splinters or sharp corners; no protruding nails b. Handles secure on all doors and drawers c. Resting seats secure d. No fixtures stored in understock

CONTINUED ON NEXT PAGE

HANDOUT #1
(continued)

Store Equipment and Facilities (cont.)	Accident Prevention and Care (cont.)
8. Electrical Equipment a. Cords b. Switches c. Plugs d. Outlets and fixtures	a. Call supervisor b. Never repair it yourself
9. Electrical Panel Boxes	a. Readily accessible b. Doors claosed and latched c. Covers fastened securely d. No excessive heat
10. Elevators	a. All doors, including hoistway, closed when operating elevator b. Emergency key in glass case at bottom landing; glass not broken c. Elevator pit free of refuse
11. Entrance and Exit Doors	a. Doors in repair b. No missing, loose, or broken flush bolts, door stops, kick plates, or hardware c. Opening and shutting sppeed controlled on doors; no flapping d. Doors close completely e. Threshhold plates secure, not slippery f. Floor mats level, in good condition g. Aisles and corridors not blocked
12. Fire Corridors	a. Clear b. Clean c. Well-lighted
13. Fire Extinguishers	a. All extinguishers clean, in good condition, including hose and nozzle; no missing parts b. Metal plates secure c. Fire extinguishers full, hung securely, conspicuously located, and readily accessible d. Tagged with last recharging date
14. Fixture Room and Storage Area a. Fixtures b. Floor	a. Fixtures orderly and glass sized within bins b. Floor clean

CONTINUED ON NEXT PAGE

HANDOUT #1
(continued)

Store Equipment and Facilities (cont.)	Accident Prevention and Care (cont.)
15. Floors and Aisles a. Floors b. Drain	a. Keep aisles clear b. No protruding objects c. No holes in flooring d. Drains free so no backflow occurs e. Aisles not blocked by stock, boxes, tools, or merchandise
16. Freight Receiving Area a. Stairways b. Ladders c. Chutes d. Gates	a. Stairways, ladders, and chutes in good condition b. No broken steps, rungs, etc. c. Gates protecting openings closed when chute is not used
17. Heating and Air Conditioning	a. Boiler, fan, air conditioning, motor, meter, and main electric switch assembly rooms or areas clean and free of combustibles b. Rooms not used for storage c. Combustibles safe distance from areas d. No missing switch or terminal boxes, plates, or covers
18. Ladders and Stools	a. Equipment secure, adequately braced b. No broken steps, rungs, or platforms c. Proper devices provided and used for climbing d. Stored in designated place when not in use
19. Outside Areas and Roof	a. Alley, window wells, drive, yard, and roof in good condition; free from rubbish, weeds, etc. b. Mouldings, signs, and walls secure and unbroken c. Refuse in covered metal containers
20. Personnel Facilities	a. Cloak, locker, restroom areas, and lavatories properly equipped, clean, and maintained on schedule b. No damaged or broken furniture and fixtures c. Fixtures secure d. Plumbing in working order; not broken or loose parts e. Proper lighting; burned out bulbs replaced

CONTINUED ON NEXT PAGE

HANDOUT #1
(continued)

Store Equipment and Facilities (cont.)	Accident Prevention and Care (cont.)
21. Shopping Carts	a. Clean b. In good condition c. Accident prevention signs properly posted on all carts
22. Sidewalks, Entrances, and Awnings	a. Sidewalks and entrances free from tripping hazards b. Flow of traffic unobstructed c. Doors in good condition and level with walks d. Awnings in good condition and secure e. Show windows and framing secure
23. Sprinkler System	a. Pipes secured to ceiling and free of hanging or stored objects b. Shut-off valves sealed, open, labeled, and readily accessible
24. Stairways	a. Treaded and in good condition b. Handrails in good condition and secure c. Free-flowing traffic; no obstructions d. Signs reading "Caution--Please Use Handrail" posted as instructed
25. Stock Room a. Shelves b. Bins	a. Never reach higher than eye level b. Never lift objects heavier than safety permits c. Shelves secure d. No top-heavy merchandise e. No objects should be protruding from the bins
26. Trucks, Carts, and Baskets	a. None broken b. Clean c. Free from splinters, protruding edges or nails; no loose or missing bolts and wheels
27. Vending Machines	a. Machines level with floor b. Not obstructing traffic c. Machines and areas around and underneath clean d. Coin-operated devices properly grounded e. Machines in working order

HANDOUT #2

STORE ACCIDENTS

The most common cause of accidents is that of simply falling, bumping, and injuring hands and fingers in the handling of merchandise. Therefore, one should follow the following store rules regarding safety:

1. Know where to get first aid in case of accident.
2. Know how to apply first aid for simple cuts, bruises, and wounds.
3. Follow simple safety procedures in working areas where trips and falls are likely to occur.
4. Practice safety everywhere!
5. Make yourself safety conscious. Accidents usually happen when least thought about or expected.

One should also know the following about reporting accidents in the store:

To Yourself and Fellow Employees:

1. Always report any accident to yourself or other employee.
2. Always treat any cut or burn regardless of how slight. Infection can be serious later on.
3. Insurance companies require reports on all accidents.
4. If a store nurse or accident station is available, always go there for inspection of an injury.
5. Report details, nature of accident, cause, when and where it occurred.
6. Use regular accident report blank supplied by store.

To Customers:

1. Immediately report and if possible, treat simple cuts and burns of customers.
2. If customer falls or faints or is unconscious, do not move him but summon aid quickly.
3. Heat stroke and heart attack or shock may be aggravated by moving the person.
4. If injury is serious, keep customer quiet and summon aid immediately.
5. Make full report of accident if you witnessed it; otherwise, ask customer for details.
6. Never blame the store or equipment for accident. Such testimony may prove damaging in case of suit.
7. Follow store rules where damage is done to automobile or clothing or personal property. Usually this is handled by store manager, owner, or supervisor.
8. Do not volunteer personal opinions concerning cause of accident. Report the facts as you saw them and/or customer told you.
9. If there are other witnesses to the accident, get their testimonies on the proper accident form.

CONTINUED ON NEXT PAGE

HANDOUT #2
(Continued)

In cases involving serious injury, accident, or illness from unknown causes, the trainee should immediately:

1. Summon aid, nurse, doctor, first aid kit, or supervisor.
2. Keep customer quiet, warm, free from curious onlookers and crowding.
3. Get all the details and facts that are immediately apparent, especially from any witnesses.
4. Prevent moving the person until competent aid is summoned.
5. Direct customer traffic around and away from scene of accident.

HANDOUT #1

WORKSHEET

1. List the four procedures to follow if a customer accident occurs:

   a.

   b.

   c.

   d.

2. List four procedures to follow if an employee accident occurs:

   a.

   b.

   c.

   d.

3. First aid can be summed up in the following steps:

   a.

   b.

   c.

   d.

PRE-TEST

STORE ACCIDENT PREVENTION

DIRECTIONS: List one accident prevention measure for at least ten of the given store facilities and pieces of equipment.

After you have completed the test, check with your instructor to obtain a score. If you passed, go to the pre-test for your next objective. If you did not pass, select one of the learning activities on page 30.

Store Facilities and Pieces of Equipment	Accident Prevention and Care
1. Electrical Equipment	a.
2. Stockroom	a.
3. Floors and Aisles	a.
4. Outside Areas and Roof	a.
5. Shopping Carts	a.
6. Entrance and Exit Doors	a.
7. Bailing or Trash Room	a.
8. Freight Receiving Area	a.

CONTINUED ON NEXT PAGE

PRE-TEST
(Continued)

Store Facilities and Pieces of Equipment (cont.)	Accident Prevention and Care
9. Sidewalks, Entrances, and Awnings.	a.
10. Fixture Room and Storage Area	a.
11. Fire Corridors	a.
12. Counter Displays	a.

SALES PROMOTION

RELATED UNIT OF INTRUCTION: PROMOTION/DISPLAY

PROJECT TITLE: THREE DIMENSIONAL DISPLAY

SUGGESTED GRADE LEVEL: JUNIORS OR SENIORS

TIME REQUIRED TO COMPLETE PROJECT: FOUR DAYS

PROJECT RATIONALE: MOST SALES CLERKS IN A RETAIL STORE ARE REQUIRED TO PREPARE IN-STORE DISPLAYS. STUDENTS SHOULD LEARN THE CORRECT DISPLAY TECHNIQUES AND USE THESE SKILLS IN A RETAIL STORE SITUATION.

PROJECT PURPOSE AND PERFORMANCE OBJECTIVES: THE STUDENT WILL LEARN HOW TO PREPARE A DISPLAY FOR A RETAIL STORE THROUGH THE USE OF A DIARAMMA.

PROJECT DESCRIPTION: THE STUDENT WILL PREPARE A THREE-DIMENSIONAL DISPLAY IN A SHOE BOX. THIS DISPLAY WILL REPRESENT A REAL TO LIFE DISPLAY THAT COULD BE SEEN IN A RETAIL STORE DISPLAY WINDOW. THE FRONT OF THE SHOE BOX (OPEN) WILL BE THE SAME AS A GLASS WINDOW.

EVALUATION PROCEDURES: THE STUDENT WILL BE ASSIGNED POINTS IN THE FOLLOWING AREAS: BACKGROUND, FLOOR COVERING, MERCHANDISE FEATURED, SHOW CARDS PROPS

RESOURCES REQUIRED FOR PROJECT: ONE SHOE BOX, OLD MAGAZINES FOR CUT-OUTS, SCRAP MATERIALS FO WALL AND FLOOR COVERINGS (wall paper, carpet, etc.), GLUE, STRING.

MISCELLANEOUS PROJECT INFORMATION: NONE

PROJECT DEVELOPED BY: REDINA BERSCHEID, BILLINGS, MONTANA

RELATED UNIT OF INSTRUCTION:	ADVERTISING-NATIONAL BRAND
PROJECT TITLE:	NATIONAL BRAND TEST
SUGGESTED GRADE LEVEL:	JUNIORS
TIME REQUIRED TO COMPLETE PROJECT:	15 MINUTES EACH OR ONE DAY
PROJECT RATIONALE:	
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL FIND OUT HOW ADVERTISING HAS CAUSED YOU TO CONNECT CERTAIN PRODUCTS WITH SPECIFIC BRAND NAMES.
PROJECT DESCRIPTION:	A LIST OF ITEMS IS GIVEN TO THE STUDENTS. AFTER EACH ITEM, LIST THE BRAND NAME THAT COMES TO MIND. ALSO, FOR EACH OF THE SLOGANS GIVEN, THE STUDENT IS TO STATE THE BRAND NAME TO WHICH IT RELATES AND THE PRODUCT.
EVALUATION PROCEDURES:	ONE POINT GIVEN FOR EACH CORRECT ANSWER.
RESOURCES REQUIRED FOR PROJECT:	ATTACHED SHEETS
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	BUY PATTON, BILLINGS CAREER CENTER, BILLINGS, MONTANA

NATIONAL BRAND TEST

Directions: Test yourself and find out how advertising has caused you to connect certain products with specific brand names. Place after each item the brand name which first occurs to you when you read it. If none occurs, go on to the next product. Add any products and brands that come to mind.

1. Automobile ____________________
2. Motorcycle ____________________
3. Soft Drink ____________________
4. Greeting Cards ____________________
5. Remedy for Headache or Upset Stomach ____________________
6. Toothpaste ____________________
7. Cigarettes ____________________
8. Records ____________________
9. Gasoline ____________________
10. Household Appliances ____________________
11. Peanut Butter ____________________
12. Cereal ____________________
13. Salt ____________________
14. Shoes ____________________
15. Clothes for Men or Women ____________________
16. Camera ____________________
17. Soap ____________________
18. Beverage Other Than Soft Drinks (Coffee, Beer) ____________________
19. Watch ____________________
20. Airline (service) ____________________

Others:

SLOGAN TEST

Directions: For each of the following slogans, state the brand name to which it relates and the product. Add any slogans, products, and brands that have made a strong impression on you.

Slogan:	Brand	Product/Service
1. "When you care enough to send the very best..."		
2. "Try it, you'll like it."		
3. "Progress is our most important product."		
4. "I can't believe I ate the whole thing."		
5. "Relief is just a swallow away."		
6. "You've come a long way, baby."		
7. "The most trusted name in television."		
8. "Breakfast without __________ is like a day without sunshine."		
9. "Acts twice as fast as aspirin"		
10. "Get away from it all on a ___"		
11. "Look, Mom, no cavities!"		
12. "________'s got a better idea."		
13. "57 varieties"		
14. "Come to where the flavor is."		
15. "Better things for better living through chemistry"		
16. "Flavor fit for a king"		
17. "You're in the ___Generation."		
18. "His master's voice"		
19. "When it rains - it pours"		
20. "Things go better with ___."		

Others

RELATED UNIT OF INSTRUCTION:	ADVERTISING
PROJECT TITLE:	JINGLES AND RHYMES
SUGGESTED GRADE LEVEL:	JUNIORS
TIME REQUIRED TO COMPLETE PROJECT:	10 MINUTES
PROJECT RATIONALE:	IDENTIFICATION OF PRODUCTS ON THE MARKET
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	GIVEN A LIST OF JINGLES AND RHYMES, THE STUDENT WILL IDENTIFY THE PRODUCT WITH THE JINGLE OR RHYME.
PROJECT DESCRIPTION:	A LIST OF JINGLES AND RHYMES ARE GIVEN TO THE STUDENT TO IDENTIFY.
EVALUATION PROCEDURES:	ONE POINT IS ASSIGNED TO EACH CORRECT ANSWER. 25 PTS.
RESOURCES REQUIRED FOR PROJECT:	ATTACHED SHEET
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	REDINA BERSCHEID, BILLINGS, MONTANA

IDENTIFY THE PRODUCT WITH THE JINGLE OF RHYME

1. WE ARE DRIVEN ____________________

2. I'M A PEPPER, YOU'RE A PEPPER,
WE'RE A PEPPER TOO! ____________________

3. MY BOLOGNA HAS A FIRST NAME IT'S
_____. MY BOLOGNA HAS A SECOND
NAME IT'S _____. ____________________

4. IT'S THE WATER AND ALOT MORE. ____________________

5. BABY, PUT A CHARGE IN YOUR LIFE. ____________________

6. THERE'S NO BETTER WAY SO SAY HELLO. ____________________

7. IT'S SMOOTH AND SLICK. IT'S A WHOLE
NEW KICK. SCORE ANOTHER POINT FOR ____. ____________________

8. ____COULD HAPPEN ONLY ONCE IN A WORLD. ____________________

9. IT'S TIME TO RELAX WITH _____BEER. ____________________

10. COME ON, COME ON, AND HAVE A ___DAY! ____________________

11. OH THANK HEAVEN. ____________________

12. WE DO IT ALL FOR YOU. ____________________

13. THERE'S GOTA BE AN EASIER WAY. ____________________

14. HAVE IT YOUR WAY! ____________________

15. YOU ASKED FOR IT, YOU GOT IT ____________________

16. ___ADDA LIFE AND EVERYBODY WANTS
A LITTLE LIFE. ____________________

17. UN DO IT! ____________________

18. I SWEAR, YOU 'VE GOT MORE HAIR! ____________________

19. WHEREVER YOU GO, WHATEVER YOU DO
_______IS NUMBER ONE IN PEOPLE PLEASIN'. ____________________

20. HOLD THE PICKLES, HOLD THE LETTUCE,
SPECIAL ORDERS DON"T UPSET US, ALL
WE ASK IS THAT YOU ASK TO HAVE IT YOUR WAY. ____________________

21. MAKES YOU FEEL GOOD ALL UNDER ____________________

22. IT'S SO NICE, NICE TO FEEL SO GOOD
ABOUT A MEAL, SO GOOD ABOUT ____________________

23. YOU GET A BIG DELIGHT IN EVERY BITE. ____________________
24. BUILT TO STAY TOUGH ____________________
25. GOOD TO THE LAST DROP ____________________

ANSWERS TO JINGLES AND RHYMES

1. DATSUN
2. DR. PEPPER
3. OSCAR MEYER
4. OLYMPIA BEER
5. ZEPHER (FORD LINCOLN MERCURY)
6. WRIGLEYS SPEARMENT GUM
7. FLAIR (BIC)
8. OLYMPIA BEER
9. MILLER BEER
10. PEPSI
11. SEVEN-ELEVEN
12. MCDONALDS
13. CIRCLE K
14. BURGER KING
15. TOYOTA
16. COKE
17. SEVEN-UP
18. HERBEL ESSENCE (CLAIROL)
19. HOLIDAY INN
20. BURGER KING
21. HAINES UNDERALLS
22. KENTUCKY FRIED CHICKEN
23. HOSTESS
24. FORD TRUCKS
25. MAXWELL HOUSE COFFEE

RELATED UNIT OF INSTRUCTION: ADVERTISING

PROJECT TITLE: ADVERTISING PORTFOLIO

SUGGESTED GRADE LEVEL: SENIORS

TIME REQUIRED TO COMPLETE PROJECT: THREE WEEKS

PROJECT RATIONALE: ADVERTISING LAYOUT, COMPOSITION AND MARKETING SKILLS ARE ESSENTIAL FOR A PERSON WHO IS EMPLOYED IN AN ADVERTISING OCCUPATION.

PROJECT PURPOSE AND PERFORMANCE OBJECTIVES: THE STUDENT WILL LEARN AND DEVELOP ADVERTISING LAYOUT AND COMPOSITION AND MARKETING SKILLS FOR A SERVICE BUSINESS.

PROJECT DESCRIPTION: THE STUDENT WILL PREPARE AN ADVERTISING PORTFOLIO FOR A SERVICE BUSINESS. THE STUDENTS WILL COMPLETE A BROCHURE, A POSTER AND A DIRECT MAIL FLYER.

EVALUATION PROCEDURES: AN EVALUATION SHEET IS PROVIDED.

RESOURCES REQUIRED FOR PROJECT: PAPER, PEN, STENCILS, SIGN PRESS, LETTER GUIDES, CLIP BOOKS OR ILLUSTRATIONS, RULER, RUBBER CEMENT

MISCELLANEOUS PROJECT INFORMATION: NONE

PROJECT DEVELOPED BY: REDINA BERSCHEID, BILLINGS, MONTANA

PROJECT DESCRIPTION

You are employed by Free Lance Photography as an advertising specialist. Free Lance Photography is a new service business in Billings who specializes in Photography insurance. These qualified photographers take pictures of valuables in private homes and businesses for protection against fire, theft, vandalism, proof of ownership etc.

Your job as their advertising specialist, is to develop the following promotional material for Free Lance Photography. This will become and Advertising Portfollio for Free Lance Photography.

GUIDELINES AND FACTS:

1. Develop a brochure promoting the service of photography insurance.

   FACTS:

   A. Protects against theft, vandalism, fire, proof of ownership, and protects your personal property.

   B. Free estimates are provided in your home or business by appointment.

   C. Space for a calling card must be given in the brochure.

   D. Prices will be based upon cost per picture.

   E. Photography is done in your home or business by skilled photographers.

   F. Customers will receive a record book of all the merchandise that is photographed.

   G. The brochure is to be only one-fold.

   H. Use press-on letters, typewritten words or creative lettering. NO STENCILS OR PENCIL LETTERING.

   I. Make the brochure in black and white.

   J. Cut-outs from clip books are acceptable.

2. Develop a poster promoting the services of the Free Lance Photography Business. Use these guidelines:

   FACTS:

   A. Follow the above facts about the business.

   B. Make the poster 12" X 18".

   C. Color or black and white is acceptable.

   D. Use press on letters, sign presses, stencils, or good hand printing.

   E. Clip books may be used for cut-outs.

3. Develop a flyer to be sent by direct mail. Use the same facts for the business as with the poster and brochure.

   GUIDELINES:

   A. The flyer must be in black and white.

   B. Use 8½" X 11" paper.

   C. Use good printing or press-on letters.

4. You may design a logo or a slogan too! Use your imagination and develop your ideas through the use of advertising media. Good luck and I am anxious to see your completed advertising portfolio..

EVALUATION SHEET

NAME OF STUDENT____SCHOOL__________________________

	EXCELLENT (5)	GOOD (4-3)	FAIR (2)	POOR (1-0)
BALANCE				
ILLUSTRATION				
COLOR OR USE OF BLACK & WHITE				
CHOICE OF TYPE				
COPY/CLARITY				
HEADLINE-GAIN ATTENTION				
CREATIVITY				
NEATNESS				
FOLLOWED THEME				
COMPLETENESS				
TOTAL SCORE				

RELATED UNIT OF INSTRUCTION:	ADVERTISING
PROJECT TITLE:	COOPERATIVE WORK PROJECT
SUGGESTED GRADE LEVEL:	SENIORS
TIME REQUIRED TO COMPLETE PROJECT:	FOUR WEEKS LEAD TIME/PROCEEDS THROUGH THE SCHOOL YEAR
PROJECT RATIONALE:	A PERSON IN MARKETING MUST KNOW TH CONCEPTS IN SELLING, ADVERTISING LAYOUT, AND DISTRIBUTION.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENTS WILL BECOME AWARE OF DIFFERENT MARKETING TECHNIQUES USED BY LOCAL BUSINESSMEN. THE CLASS WILL HAVE THE EXPERIENCE OF WRITING, EDITING AND PRODUCING AN ACTUAL PAPER WITH THE HELP OF PROFESSIONAL JOURNALISTS.
PROJECT DESCRIPTION:	THE STUDENTS WILL DO ADVERTISING LAYOUTS, EDITORIALS AND EDITING AND SELL ADS PLUS DO THE COLLECTION IN THE COMMUNITY.
EVALUATION PROCEDURES:	OPEN
RESOURCES REQUIRED FOR PROJECT:	LOGO MATERIALS, DRAWING EQUIPMENT, PICTURE DEVELOPMENT, PAPER
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	DAVE BLAKE, BAKER HIGH SCHOOL, BAKER, MONTANA

ADVANCED JOURNALISM - ADVANCED MARKETING

COOPERATIVE WORK PROJECT

Basically the Program consists of a cooperative agreement between the Fallon County Times and the school (Communications and Media and Marketing II). The school agrees to furnish one page for the paper consisting of school activities and opinions. The Communication and Media class will write, edit and produce final copy for the page. The Marketing II class will sell, prepare, and collect for ads sold and placed on this page. The Times agrees to help train students in the use of equipment, methods of printing, and record keeping. The page will be furnished at no cost and the revenue from the ads will be split 60/40, the school receiving 40%.

This project will not change the basic structure of the class. The class will have the experience of writing, editing and producing an actual paper with the help of professional journalists. The students will learn the responsibility of meeting deadlines, practical use of the English language, and having on-the-job-training on modern printing equipment.

The project will teach actual marketing concepts in selling, advertising layout, and distribution. The students will become aware of different marketing techniques used by local businessmen. They will have hands on use of modern equipment and become familiar with the inner workings of a very market oriented business. Marketing II is presently designed to spend 50% of its time on Advertising and Promotion now. This project will increase the amount of time in this area by only 10%.

Tentative Schedule

Communication and Media 100%	Group 1	Group 2
Monday	Final layout	Articles for next paper
Tuesday	Final draft delivered	"
Wednesday	Articles and pictures (typed and edited)	
Thursday	Final editing and typed at the Times office	
Friday	Rough layout	Articles
Marketing 60%		
Monday	layout ads	
Tuesday	Finish ads	
Wednesday	Regular classroom activity	
Thursday	"	(ads delivered)
Friday	Sell ads and collection	

This project is to be preceded with two dummy copies to test the schedule and orientate teachers and students. Ad money will be used accordingly:

1. Picture development
2. Purchase of logos materials
3. Drawing equipment
4. The remaining profits would be divided equally between the Spartan Scroll Fund and DECA Club.

The school would require 4 weeks lead time to prepare the students for the project. Publication dates would be in accordance with the school calendar prepared in May of the preceeding school year. Publication will cease 3 weeks prior to the end of school. At the beginning of school, during breaks, and at the end of school, news will still be furnished to the Times through the Communication and Media Class and the Publicity Director.

It is recommended that the person teaching the Communication and Media class be the Publicity director for the school. This will coordinate news being delivered to the Times and avoid duplication.

It is also recommended that the Communication and Media class be opende at Semester time to admit students with instructor approval. Juniors should be eligible to take the class a second year under the title of Communication and Media II after successfully completing the first year course and with instructor approval.

RELATED UNIT OF INSTRUCTION:	ADVERTISING
PROJECT TITLE:	LAYOUT FOR THE MAD HATTER CHIMNEY SWEEPING
SUGGESTED GRADE LEVEL:	JUNIORS
TIME REQUIRED TO COMPLETE PROJECT:	ONE WEEK
PROJECT RATIONALE:	LEARNING ADVERTISING LAYOUT TECHNIQUES WILL BE VERY BENEFICIAL TO A STUDENT WHO IS INTERESTED IN AN ADVERTISING CAREER.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL COMPLETE AN ADVERTISING LAYOUT FOR THE MAD HATTER CHIMNEY SWEEPING SERVICE. FACT SHEETS AND ILLUSTRATIONS ARE PROVIDED TO COMPLETE THE NECESSARY COMPOSITION OF THE AD.
PROJECT DESCRIPTION:	AN ADVERTISING LAYOUT FOR THE MAD HATTER CHIMNEY SWEEPING COMPANY. FACT SHEETS, ILLUSTRATIONS AND CHIMNEY SWEEP INFORMATION IS PROVIDED TO THE STUDENT.
EVALUATION PROCEDURES:	SEE ATTACHED SHEET.
RESOURCES REQUIRED FOR PROJECT:	PAPER, PENCIL, PEN, RULER, FACT SHEETS, ILLUSTRATIONS, RUBBER CEMENT
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	REDINA BERSCHEID, BILLINGS, MONTANA

ADVERTISING FOR THE MAD HATTER CHIMNEY SWEEPING

OWNERS: CLIFF AND RONNI HUENERGARD

ADDRESS: 413 Clearwater Court, Great Falls, Montana

PHONE: 761-4921

WHY SHOULD A CHIMNEY BE CLEANED:

As wood burns it gives off gasses. Some of these gasses burn in the fire but some enter the chimney, cool down, condense on the sides and form creosote. Creosote cuts down on efficiency and it's very flamable.

HOW DO YOU CLEAN A CHIMNEY:

To clean a chimney, open the damper and close off the fireplace opening by taping an old sheet over the opening. Climb onto the roof and use a rope to lower and raise a burlap bag filled with sand up and down the chimney. Be careful not to break loose any bricks. Then climb back down and open the fireplace. Now be prepared to get dirty and be careful or else your house will get very sooty. Remove the ash and soot from the smoke shelf. To do this you may need to take out the damper. Shovel and sweep the soot inot a paper bag. Always use goggles and a filter mask. By this time you may realize the best way to clean a chimney is to hire a real chimney sweep.

CHIMNEY SWEEP EQUIPMENT USED:

Soot sweeper - highly specialized high-volume vacuum cleaner

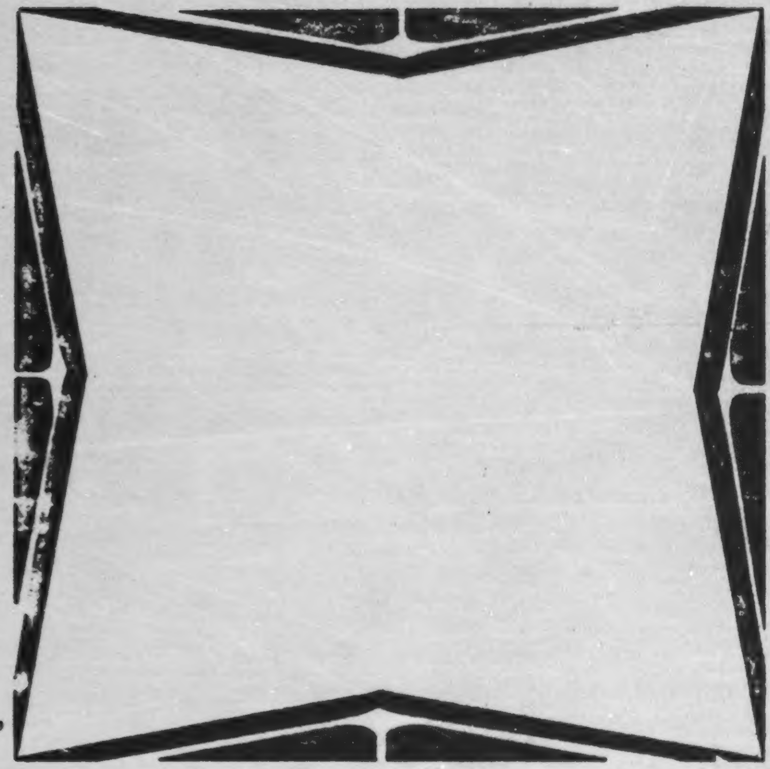
Fiberglass cleaning rods - bend around smoke shleves and poke up a chimney; highly resistant to fractures

TOP HAT

BROOM

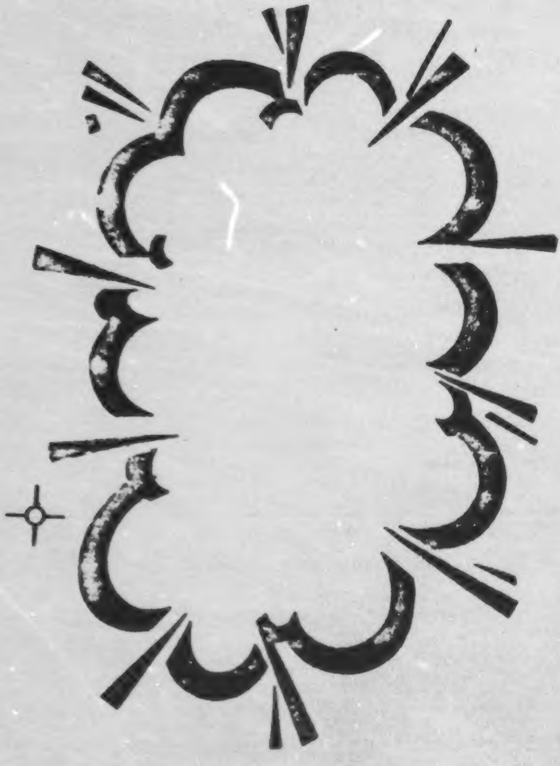
BRUSHES

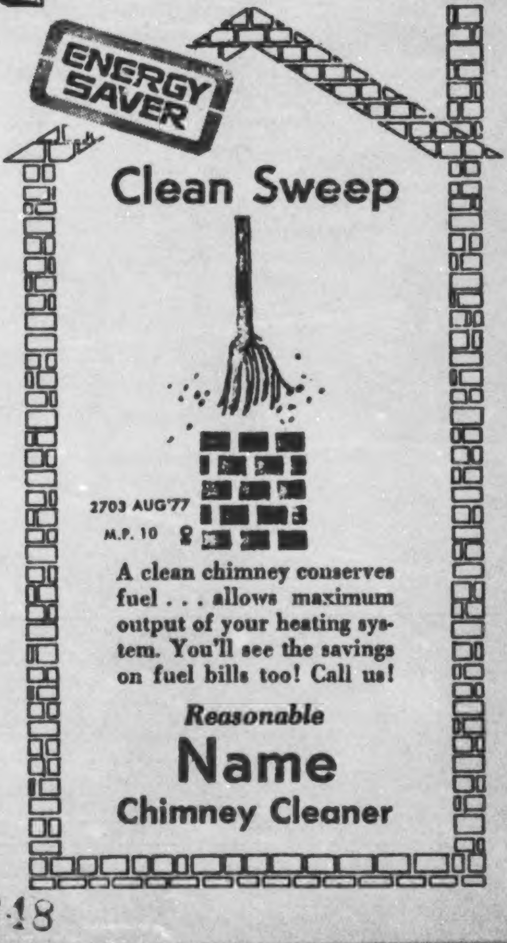
GET'S THE JOB DONE IN A HALF HOUR!


30

PROTECT
your home!

78 11 OCT'78 Scom 78





Clean Sweep

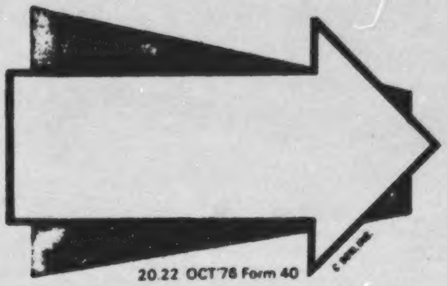
2703 AUG'77
M.P. 10

A clean chimney conserves fuel . . . allows maximum output of your heating system. You'll see the savings on fuel bills too! Call us!

Reasonable

Name

Chimney Cleaner



20.22 OCT'76 Form 40

AN'77 M.P. 32

184

58 14 OCT'76 Form 210

RELATED UNIT OF INSTRUCTION:	SALES PROMOTION
PROJECT TITLE:	PLAN A BUDGET FOR THE STORE
SUGGESTED GRADE LEVEL:	SENIORS, POST SECONDARY
TIME REQUIRED TO COMPLETE PROJECT:	BASED ON A MONTH'S STORE ACTIVITY
PROJECT RATIONALE:	A STORE'S BUDGET MUST BE ANALYZED IN ORDER TO DETERMINE ADVERTISING METHODS APPROPRIATE FOR THE PROMOTION OF PRODUCTS AND SERVICES.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	PRESENTED WITH ADVERTISING AND SUPPORTING INFORMATION, HAVE STUDENTS DEVELOP A ONE-YEAR ADVERTISING CAMPAIGN BASED ON A BUDGET.
PROJECT DESCRIPTION:	DEVELOP A SALES PROMOTION BUDGET, BEGINNING WITH ANNUAL ESTIMATED GROSS SALES, AS WELL AS A PREDETERMINED PERCENTAGE OF THESE SALES EARMARKED FOR ADVERTISING. INCLUDE MONTHLY DOLLAR ALLOWANCES, DEPARTMENT FEATURES, TYPES OF ADVERTISING THAT WILL BE USED. ETC. THIS COULD BE DONE FOR THE STUDENT STORE. SUGGESTED LEARNING ACTIVITIES ARE INCLUDED IN THE PROJECT.
EVALUATION PROCEDURES:	OPEN
RESOURCES REQUIRED FOR PROJECT:	STUDENT STORE
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	OREGON DEPARTMENT OF EDUCATION

COURSE GOAL:

The student will be able to analyze and determine advertising methods appropriate for the promotion of products and services.

PERFORMANCE INDICATORS:

Presented with advertising and supporting information, have students develop a one-year advertising campaign.

SUGGESTED LEARNING ACTIVITIES:

Have the class read about advertising campaigns. An excellent resource is *Marketing, Sales Promotion and Advertising*.* This book describes the step-by-step process of organizing an effective sales-promotion campaign.

Develop a sales promotion plan (or calendar) around key days and weeks, seasons, local celebrations, state and national events. This could be done in conjunction with student training stations or the student store.

Develop a sales promotion budget, beginning with annual estimated gross sales, as well as a predetermined percentage of these sales earmarked for advertising. Include monthly dollar allowances, department features, types of advertising that will be used, etc. This could be done for the student store.

---

*Nolan, Carroll A. and Roman F. Warmke, *Marketing, Sales Promotion and Advertising*. (Cincinnati: South-Western Publishing Company, 1965)

COURSE GOAL:

The student will know and be able to apply visual merchandising techniques used to promote products and services.

PERFORMANCE INDICATORS:

Given background information, ask students to identify several types of visual merchandising, as well as appropriate uses for each.

SUGGESTED LEARNING ACTIVITIES:

Arrange for a guest speaker to talk about visual merchandising.

Utilize Ohio visuals* on window display for class presentation and discussion.

Conduct tours of at least three different types of retail outlets, and have students complete summaries built around the following questions:

What types of window displays are used?
What types of interior displays are used?
How are window and interior displays coordinated?
What themes or color schemes are used?
What could be improved or changed to make the display more effective?

Have students identify various types of displays used at their work stations and the effectiveness of each.

**Display Made Easier*, Ohio's Distributive Education Materials Laboratory, 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210.

SALES AND SERVICE

RELATED UNIT OF INSTRUCTION: SALES

PROJECT TITLE: STEPS OF A SALE, PERSONAL SELLING

SUGGESTED GRADE LEVEL: JUNIORS AND SENIORS

TIME REQUIRED TO COMPLETE PROJECT: 30 MINUTES

PROJECT RATIONALE: A CORRECT PROCEDURE OF SELLING IS ESSENTIAL TO ACCOMPLISH THE SALE OF AN ITEM EFFECTIVELY.

PROJECT PURPOSE AND PERFORMANCE OBJECTIVES: THE STUDENT WILL LEARN THE STEPS OF A SALE AND PERSONAL SELLING TERMINOLOGY THROUGH THE USE OF CROSSWORD PUZZLES.

PROJECT DESCRIPTION: A PUZZLE ACCOMPANIED BY FILL IN THE BLANK QUESTIONS.

EVALUATION PROCEDURES: ONE POINT IS ASSIGNED FOR EACH CORRECT ANSWER.

RESOURCES REQUIRED FOR PROJECT: ATTACHED SHEETS

MISCELLANEOUS PROJECT INFORMATION: NONE

PROJECT DEVELOPED BY: RICHARD DARSOW, LIBBY HIGH SCHOOL, LIBBY, MONTANA

PUZZLE #14: PERSONAL SELLING

(B) Fill In The Blanks. Then find these same 10 words hidden in the box (A).

1. An allowance off the price of the merchandise given to employees and special customers.____________________.
2. A company that exists completely on door-to-door selling.
____________________.
3. The company that started catalog selling in the 1850's.______________
____________________.
4. A sales transaction in which the customer brings the merchandise back to the store.______________________ .
5. A selling procedure that is used today to dispense soda pop, candy, etc.__________________________________.
6. A selling procedure in which the customer sends away for merchandise.
___________________________________.
7. A piece of paper the salesperson uses to total his sales for the day.
__________________________.
8. A book which shows customers merchandise available to them.
__________________________.
9. A sales transaction where the customer agrees to pay so much each week or month while the store retains the merchandise.____________________.
10. A sales process in which the salesperson carries samples of the merchandise with him and the customer orders what he wants.
________________________________.

PUZZLE #14: PERSONAL SELLING

(C) Teacher's Key

1. Discount
2. Avon
3. Montgomery Ward
4. Exchange
5. Vending Machines
6. Mail Order
7. Tally
8. Catalog
9. Layaway
10. Door-to-door

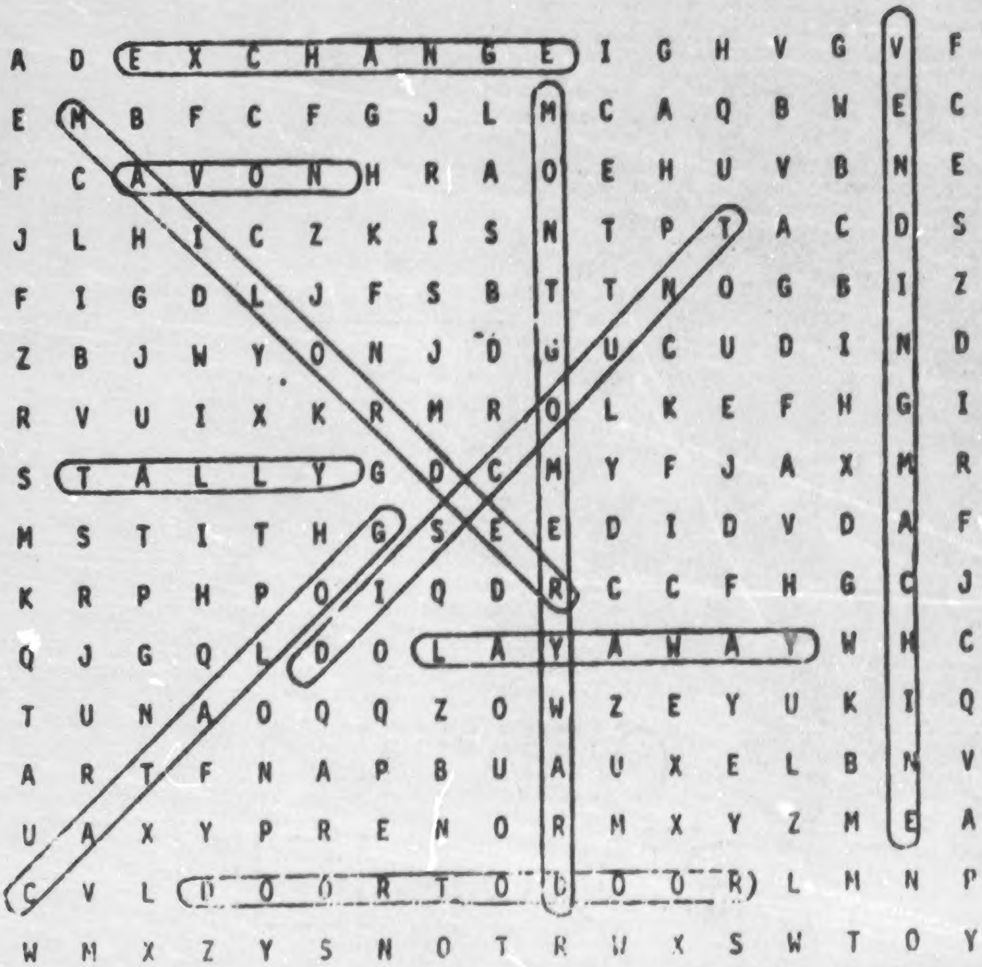
PUZZLE #14: PERSONAL SELLING

(A) Find The Words. There are 10 hidden below pertaining to "Personal Selling".

A	D	E	X	C	H	A	N	G	E	I	G	H	V	G	V	F
E	M	B	F	C	F	G	J	L	M	C	A	Q	B	W	E	C
F	C	A	V	O	N	H	R	A	O	E	H	U	V	B	N	E
J	L	H	I	C	Z	K	I	S	N	T	P	T	A	C	D	S
F	I	G	D	L	J	F	S	B	T	T	N	O	G	B	I	Z
Z	B	J	W	Y	O	N	J	D	G	U	C	U	D	I	N	D
R	V	U	I	X	K	R	M	R	O	L	K	E	F	H	G	I
S	T	A	L	L	Y	G	D	C	M	Y	F	J	A	X	M	R
M	S	T	I	T	H	G	S	E	E	D	I	D	V	D	A	F
K	R	P	H	P	O	I	Q	D	R	C	C	F	H	G	C	J
Q	J	G	Q	L	D	O	L	A	Y	A	W	A	Y	W	H	C
T	U	N	A	O	Q	Q	Z	O	W	Z	E	Y	U	K	I	Q
A	R	T	F	N	A	P	B	U	A	U	X	E	L	B	N	V
U	A	X	Y	P	R	E	N	O	P	M	X	Y	Z	M	E	A
C	V	L	D	O	O	R	I	O	D	O	O	R	L	M	N	P
W	M	X	Z	Y	S	N	O	T	R	W	X	S	W	T	O	Y

PUZZLE #14: PERSONAL SELLING

(C) Teacher's Key



A	D	E	X	C	H	A	N	G	E	I	G	H	V	G	V	F
E	M	B	F	C	F	G	J	L	M	C	A	Q	B	W	E	C
F	C	A	V	O	N	H	R	A	O	E	H	U	V	B	N	E
J	L	H	I	C	Z	K	I	S	N	T	P	T	A	C	D	S
F	I	G	D	L	J	F	S	B	T	T	N	O	G	B	I	Z
Z	B	J	W	Y	O	N	J	D	G	U	C	U	D	I	N	D
R	V	U	I	X	K	R	M	R	O	L	K	E	F	H	G	I
S	T	A	L	L	Y	G	D	C	M	Y	F	J	A	X	M	R
M	S	T	I	T	H	G	S	E	E	D	I	D	V	D	A	F
K	R	P	H	P	O	I	Q	D	R	C	C	F	H	G	C	J
Q	J	G	Q	L	D	O	L	A	Y	A	W	A	Y	W	H	C
T	U	N	A	O	Q	Q	Z	O	W	Z	E	Y	U	K	I	Q
A	R	T	F	N	A	P	B	U	A	U	X	E	L	B	N	V
U	A	X	Y	P	R	E	N	O	R	M	X	Y	Z	M	E	A
C	V	L	D	O	O	R	T	O	D	O	O	R	L	M	N	P
W	M	X	Z	Y	S	N	O	T	R	W	X	S	W	T	O	Y

PUZZLE #15: STEPS OF THE SALE

(B) Fill In The Blanks. Then find these same 9 words hidden in the box (A).

1. The step of the sale in which initial contact with the customer is made is the____________________________________.

2. Step of the sale where the salesperson asks the customer for a decision to buy______________________________________.

3. Step of the sale where the salesperson determines what the customer wants______________________________________.

4. Step of the sale where the salesperson answers all the customer's questions and reasons for not buying_____________________________.

5. Step of the sale known as _______________________________selling where related merchandise is recommended.

6. Salesperson trys to create this so the customer will return to the store________________________________.

7. Step of the sale where the merchandise is shown to the customer. ________________________________.

8. Paper the salesperson writes up as proof of purchase for the customer. __________________________________.

9. Sayings such as "May I help you," or "Can I show you something," are known as a____.

PUZZLE #15: STEPS OF THE SALE

(C) Teacher's Key

1. Approach
2. Closing
3. Finding Needs
4. Overcoming Objections
5. Suggestions
6. Goodwill
7. Presentation
8. Sales Slip
9. Service Approach

PUZZLE #15: STEPS OF THE SALE

(A) Find the Words. There are 9 hidden below pertaining to "Steps of the Sale."

A	C	I	C	E	F	D	E	H	F	I	O	G	H	A	J	R	L	Y	F
C	S	B	Q	D	I	F	A	Y	Z	N	V	Q	C	B	M	T	U	G	Z
D	U	R	V	R	N	X	P	P	B	O	E	R	J	S	M	N	P	E	H
W	T	A	S	Q	D	W	P	O	H	J	R	K	T	D	I	K	R	L	O
I	W	O	V	B	I	V	E	G	F	S	C	U	G	U	W	X	E	K	J
R	Q	X	N	B	N	X	M	N	Z	R	O	Q	T	U	K	L	S	M	P
L	J	S	U	Y	G	Z	A	Y	L	O	M	P	U	K	L	E	E	B	Z
U	C	I	T	G	N	K	L	P	M	N	I	E	F	H	G	D	N	C	M
D	M	O	S	T	E	A	H	N	P	O	N	C	C	L	I	R	T	H	G
J	L	E	N	F	E	I	J	P	B	R	G	A	P	D	Q	J	A	F	K
S	W	O	L	O	D	R	Q	K	T	U	O	J	P	X	Z	E	T	S	D
V	M	H	Q	Y	S	Z	S	K	A	R	B	A	V	W	M	N	I	U	E
R	U	N	X	H	W	C	G	X	P	G	J	H	C	I	G	Y	O	G	C
Z	F	W	P	A	B	V	D	P	E	L	E	C	F	H	X	F	N	G	N
B	V	A	E	Q	U	T	A	D	L	T	C	I	Y	Z	B	I	A	E	K
T	C	D	X	Y	R	E	C	I	B	T	T	S	T	J	S	S	B	S	M
A	I	G	I	H	C	S	W	E	L	S	I	A	T	O	Y	U	Z	T	B
K	K	I	X	I	C	D	F	Q	G	H	O	R	L	L	C	Q	N	I	U
A	J	L	V	H	O	G	W	U	R	K	N	C	Q	A	N	O	R	O	W
Y	Z	R	M	O	N	I	V	W	J	M	S	P	M	V	O	D	E	N	L
Z	E	Y	G	D	J	F	B	K	S	A	L	E	S	S	L	I	P	S	Y
S	X	O	W	P	E	X	U	Q	L	R	T	S	N	U	Z	U	O	P	P

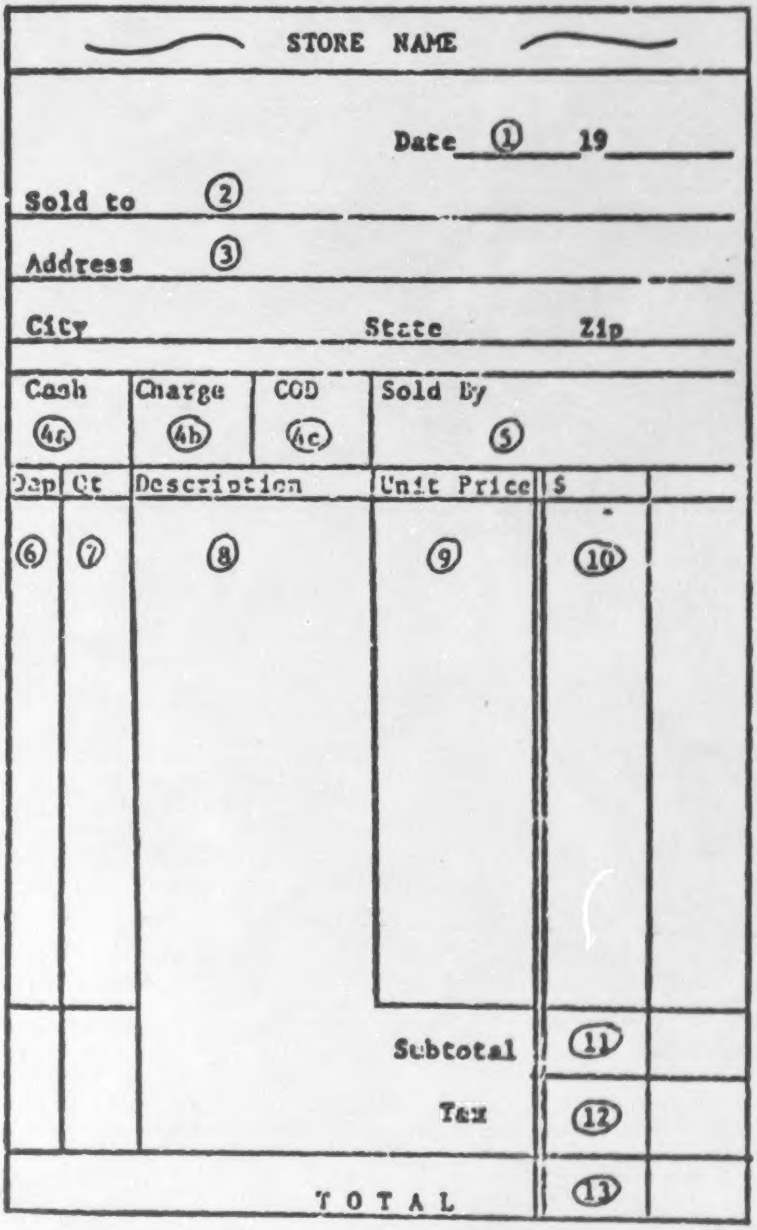
PUZZLE #15: STEPS OF THE SALE

(A) Find the Words. There are 9 hidden below pertaining to "Steps of the Sale."

A	C	I	C	E	F	D	E	H	F	I	O	G	H	A	J	R	L	Y	F
C	S	B	Q	D	I	F	A	Y	Z	N	V	Q	C	B	M	T	U	G	Z
D	U	R	V	R	N	X	P	P	B	O	E	R	J	S	M	N	P	E	H
W	T	A	S	Q	D	W	P	O	H	J	R	K	T	D	I	K	R	L	O
I	W	O	V	B	I	V	E	G	F	S	C	U	G	U	W	X	E	K	J
R	Q	X	N	B	N	X	M	N	Z	R	O	Q	T	U	K	L	S	M	P
L	J	S	U	Y	G	Z	A	Y	L	O	M	P	U	K	L	E	E	B	Z
U	C	I	T	G	N	K	L	P	M	N	I	E	F	H	G	D	N	C	M
D	M	O	S	T	E	A	H	N	P	O	N	C	C	L	I	R	T	H	G
J	L	E	N	F	E	I	J	P	B	R	G	A	P	D	Q	J	A	F	K
S	W	O	L	O	D	R	Q	K	T	U	O	J	P	X	Z	E	T	S	D
V	M	H	Q	Y	S	Z	S	K	A	R	B	A	V	W	M	N	I	U	E
R	U	N	X	H	W	C	G	X	P	G	J	H	C	I	G	Y	O	G	C
Z	F	W	P	A	B	V	D	P	E	L	E	C	F	H	X	F	N	G	N
B	V	A	E	Q	U	T	A	D	L	T	C	I	Y	Z	B	I	A	E	K
T	C	D	X	Y	R	E	C	I	B	T	T	S	T	J	S	S	B	S	M
A	I	G	I	H	C	S	W	E	L	S	I	A	T	O	Y	U	Z	T	B
K	K	I	X	L	C	D	F	Q	G	H	O	R	L	L	C	Q	N	I	U
A	J	L	V	H	O	G	W	U	R	K	N	C	Q	A	N	O	R	O	W
Y	Z	R	M	O	N	I	V	W	J	M	S	P	M	V	O	D	E	N	L
Z	E	Y	G	D	J	F	B	K	S	A	L	E	S	S	L	I	P	S	Y
S	X	O	W	P	E	X	U	Q	L	R	T	S	N	U	Z	U	O	P	P

RELATED UNIT OF INSTRUCTION:	SALES
PROJECT TITLE:	HANDLING SALES TRANSACTIONS
SUGGESTED GRADE LEVEL:	JUNIORS, SENIORS, POST SECONDARY
TIME REQUIRED TO COMPLETE PROJECT:	ONE DAY FOR EACH FORM
PROJECT RATIONALE:	AN EMPLOYEE NEEDS TO LEARN HOW TO COMPLETE THE NECESSARY FORMS FOR SALES TRANSACTIONS.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL LEARN HOW TO COMPLETE A SALES CHECK, A WANT SLIP, A SPECIAL ORDER REQUEST, PURCHASE ORDERS, AND REQUISTIONS.
PROJECT DESCRIPTION:	HANDOUTS ARE PROVIDED TO GUIDE THE STUDENT IN COMPLETING SALES TRANSACTIONS. SAMPLE FORMS AND PRE-TESTS ARE ALSO PROVIDED.
EVALUATION PROCEDURES:	OPEN
RESOURCES REQUIRED FOR PROJECT:	ATTACHED SHEETS
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	VALLEY CITY MULTI- DISTRICT VOCATIONAL CENTER VALLEY CITY, NORTH DAKOTA

Handout #1



STORE NAME

Date ① 19

Sold to ②

Address ③

City State Zip

Cash	Charge	COD	Sold By
(4a)	(4b)	(4c)	⑤

Dep	Qt	Description	Unit Price	$
⑥	⑦	⑧	⑨	⑩
			Subtotal	⑪
			Tax	⑫
			TOTAL	⑬

1. Current date
2. Customer's name
3. Customer's address
4. Type of Sales
   a. cash
   b. charge
   c. C.O.D.
5. Sold by
6. Department
7. Quantity
8. Merchandise Description
9. Unit selling price
10. Extension
11. Subtotal
12. Tax
13. Total

Handout #3
SALES CHECK

INFORMATION PURPOSE

Date - To record the date that the sale is made.

Sold to - To show who the sale was made to.

Address - To record the mailing address of the customer.

Sold by - To record the name or number of the clerk that made the sale.

C.O.D. - To show if the sale was made on a collect or delivery basis.

Charge - To show if the sale was made on a charge basis.

Cash - To show if the sale was made on a cash basis.

Description - To record what type of merchandise is being sold.

Unit Price - To record the price that one piece of merchandise is selling for.

QT or Quantity - To show how many pieces of merchandise are being sold.

Extension - To show a total sales price for a given number of individual items. It is found by quantity times unit price.

Department - To show what area of the store the merchandise came from.

Subtotal - To record the total selling price of all merchandise purchased.

Tax - To record the tax that must be added to the selling price.

Total - To record the total amount that the customer must pay.

Pre-test
Handling Sales Transactions

DIRECTIONS:

You are to take the information below about a sale you have just made and complete a sales check on the blank sales check.

Situation:

You are Clerk 83 and the date is June 3, 19__. The customer's name is Mrs. Jane Johnson; 3421 First Street, Vancouver, WA 98661. She paid cash for the following items:

Department #1

2 glasses, 50¢ and 42¢

Department #2

2 dishes, $1.00 and $1.40

Department #3

2 pot holders, 25¢ and 20¢

STORE NAME

Date______19______

Sold to

Address

City State Zip

Cash	Charge	COD	Sold By

Dep	Qt	Description	Unit Price		
		Subtotal			
		Tax			
		TOTAL			

DIRECTIONS: When you have completed this pre-test, check with instructor to obtain your score. If you passed the pre-test, to to the pre-test for your next objective.

If you did not pass the pre-test, turn to page 14 and read the directions to complete the learning activities.

PRE-TEST INSTRUCTIONS

HANDOUT #1

General Information: WANT SLIP

1. Assume that you are a salesperson in a department store.
2. The want slip is to be handwritten in ink.
3. Make one original and one carbon copy of all forms
4. Use handouts #11 and 12.

Specific Information:

A customer has asked you for a ladies briefcase. This is an item which your store does not carry. She wants it to be about 4" deep x 18" x 10". Red, white, or blue would be acceptable colors. The price range is $15.00 to $25.00. She will not take a substitute. Use today's date. Department No. 584. Your Employee No. is 45. Leave the style blank. Size--standard. The customer is not in a hurry for the briefcase, but she does want you to order it for her.

General Information: SPECIAL ORDER REQUEST

1. Assume that you are a salesman in a department store.
2. This form is to be typed unless your Learning Manager tells you otherwise.
3. Make one original and one carbon copy of all forms in this LAP.
4. Use handouts #13 and 14.

Specific Information:

Your customer says that she would like to buy a brief case like the one described above. When she finds out that you don't have one, she asks you to order one. Use today's date. Department No. 584. Your Employee No. is 45. Customer's name, address, and phone: Mrs. Edith L. Simmons, 4859 Merchant Street, Independence, Missouri, 66847, (853) 576-4589. Style No. 5LY1. Color: Red. Size: Standard. Price: $23.95. Your sales tax rate is 3%.

PRE-TEST

HANDOUT #2

ORIGINAL WANT SLIP

WANT SLIP

Date_______________

Dept. No.___________

Employee No.________

Keep this slip in your salesbook. Whenever an item is called for that is not in stock, whether carried regularly or not, record that fact at once. Make certain that you record every call. If the customer requested a special order, fill out the "Special Order Request".

ITEM CALLED FOR	WANTED				Order Taken	Subst. Sold	Sale Lost	Buyer's Disposition
	style	color	size	price				

TO THE SALESPERSON: Write plainly, put one copy in the index and give one copy to your Department Manager.

PRE-TEST

HANDOUT #3

CARBON COPY WANT SLIP

WANT SLIP

Date______________

Dept. No.__________

Employee No.________

Keep this slip in your salesbook. Whenever an item is called for that is not in stock, whether carried regularly or not, record that fact at once. Make certain that you record every call. If the customer requested a special order, fill out the "Special Order Request".

ITEM CALLED FOR	WANTED				Order Taken	Subst. Sold	Sale Lost	Buyer's Disposition
	style	color	size	price				

TO THE SALESPERSON: Write plainly, put one copy in the index and give one copy to your Department Manager.

PRE-TEST

HANDOUT #4

ORIGINAL SPECIAL ORDER REQUEST

Special Order Request

Date__________

Dept. No.________
Employee No.______

Your Customer will be notified by phone for a confirmation or cancellation of this order.

Customer's Name______________________________

Customer's Address______________________________

Customer's Phone______________________

ITEM	QUANTITY	STYLE	COLOR	SIZE	PRICE		

For Buyer's Use Only

Sub-Total			
tax			
Total			

Date Ordered______________________

Delivery Date______________________

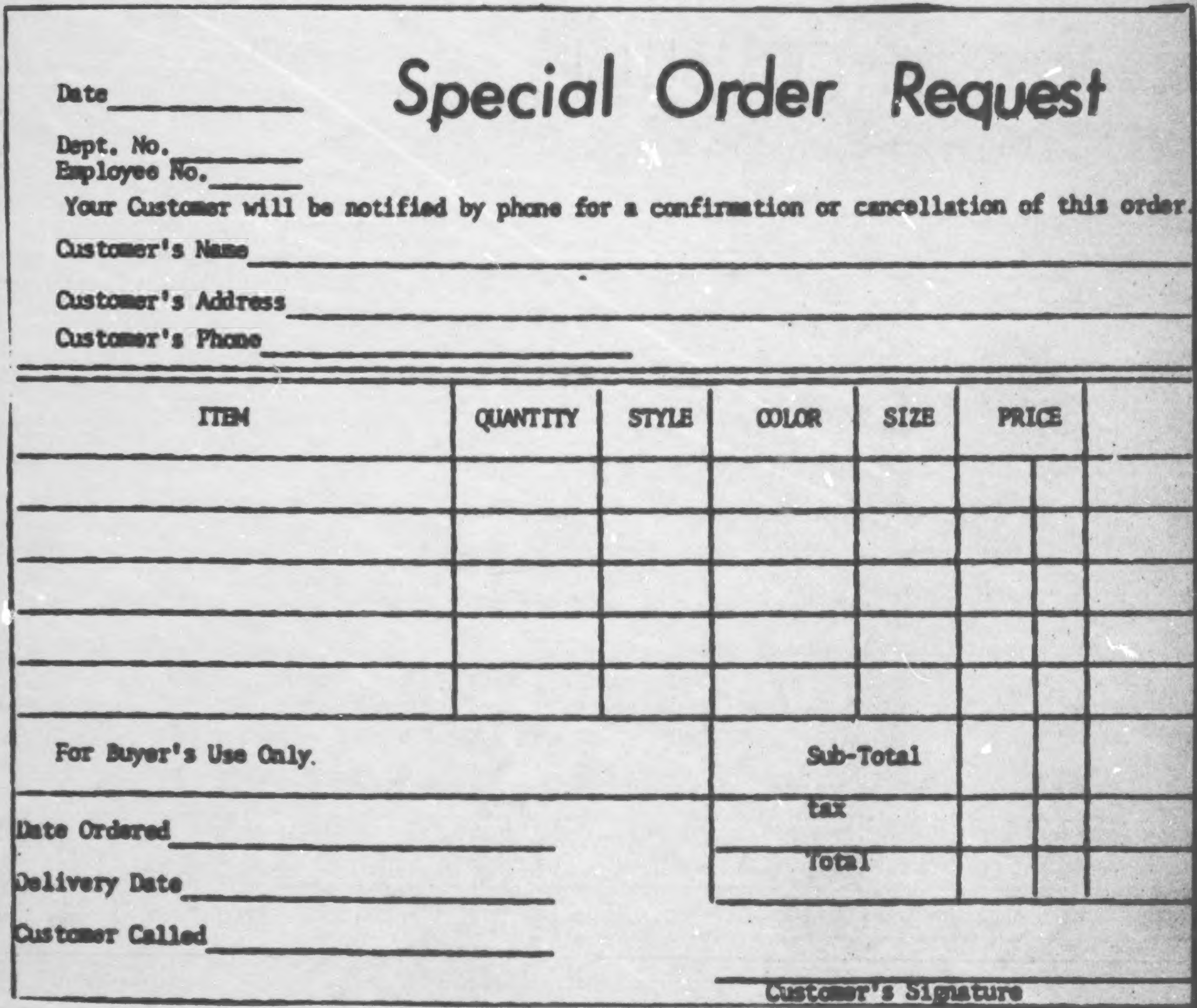
Customer Called______________________

____
Customer's Signature

PRE-TEST

HANDOUT #5

CARBON COPY SPECIAL ORDER REQUEST



Special Order Request

Date____________

Dept. No.________

Employee No.______

Your Customer will be notified by phone for a confirmation or cancellation of this order.

Customer's Name______________________________

Customer's Address______________________________

Customer's Phone____________________

ITEM	QUANTITY	STYLE	COLOR	SIZE	PRICE

For Buyer's Use Only.

Sub-Total

tax

Total

Date Ordered____________________

Delivery Date____________________

Customer Called____________________

Customer's Signature

PRE-TEST

USING COMPANY ORDER FORMS

DIRECTIONS: You are to demonstrate your ability to accurately fill out a Purchase Requisition and a Purchase Order.

PRE-TEST INSTRUCTIONS
HANDOUT #1

GENERAL INFORMATION:
1. Assume that you have the responsibility or ordering for the Stationery Department of Wilson's, Inc.
2. The Purchase Requisition may be handwritten or typed. If handwritten, use ink.
3. Make one original and one carbon copy of all forms in the LAP.
4. Fill out the Purchase Requisition first.
5. The purchase order is to be typed unless your instructor tells you differently.

ORDERING INFORMATION:
1. Order from Madison's Office Supply, 5847 Metropolitan, New York, New York 10025.
2. Use today's date.
3. The merchandise is needed within 30 days.
4. Ship to: Wilson's, Inc., 3215 Broadway, Kansas City, Mo. 32045.
5. Method of Shipment: Cheapest way, F.O.B. Destination
6. Department No. 305.
7. Terms: net 30
8. Your Purchase Requisition and Purchase Order must be approved by L. A. Eaton, Treasurer.

LIST OF MERCHANDISE TO BE ORDERED:
1. 5 cases; no. 6A3; 8 1/2 x 11", 5 hole, wide lines notebook paper; $8.00/case.
2. 3 cases; No. 4-22; Personal size, white envelopes; $7.58/case.
3. 6 boxes; No. 1-R-36; 1/3 cut file folders; $3.00/box.
4. 20; No. 54-X; 3-ring, Loose Leaf Binders, assorted colors; $1.55 ea.
5. 10 reams; No. 935A; White, Boyd, Bond Paper, 8 1/2 x 11; $1.65/ream.

NAME___________________________

PRE-TEST
PURCHASE REQUISITION
ORIGINAL

HANDOUT #1

PURCHASE REQUISITION Wilson's Inc. PR 8761

Order From ______ Date ______

Address ______

Ship to ______

Address ______

Via ______ F.O.B. ______ Terms ______

Quantity	No.	Description	Unit cost	Total cost

Charge to Dept.: ______ P.O. No. ______ Date Needed: ______

Requested by ______ Approved by ______

PRE-TEST
PURCHASE REQUISITION
CARBON COPY

HANDOUT #2

PURCHASE REQUISITION

PR 8761

Wilson's Inc.

Order From ______________________ Date ______________

Address ______________________

Ship to ______________________

Address ______________________

Via ______________ F.O.B. ______________ Terms ______________

Quantity	No.	Description	Unit cost	Total cost

Charge to Dept.: ______________ P.O. No. ______________ Date Needed: ______________

Requested by ______________ Approved by ______________

SALES

SALES

PRE-TEST
PURCHASE ORDER
ORIGINAL

HANDOUT #3

Wilson's Inc.
3215 Broadway
Kansas City, Mo. 32048

PB 472

PURCHASE ORDER

ORDER FROM

Date____________________

Terms____________________

Ship via____________________

Quantity	Cat. No.	Description	Unit Price	Amount
		ESTIMATED TOTAL COST		

Requested by:____________________ **Approved by:**____________________

SHIP TO:

SALES

SALES

PRE-TEST
PURCHASE ORDER
CARBON COPY

HANDOUT #4

Wilson's Inc.
3218 Broadway
Kansas City, Mo. 32048

PO 4721

PURCHASE ORDER

ORDER FROM

Date____________________

Terms____________________

Ship via____________________

Quantity	Cat. No.	Description	Unit Price	Amount
		ESTIMATED TOTAL COST		

Requested by:____________________ **Approved by:**____________________

SHIP TO:

RELATED UNIT OF INSTRUCTION:	SALES
PROJECT TITLE:	CREDIT
SUGGESTED GRADE LEVEL:	JUNIORS, SENIORS
TIME REQUIRED TO COMPLETE PROJECT:	THREE DAYS
PROJECT RATIONALE:	AS A CONSUMER, ONE SHOULD KNOW HOW TO COMPUTE THE COST OF CREDIT ON A SALE.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL LEARN HOW TO COMPUTE THE DOLLAR COST OF CREDIT, THE REAL COST OF CREDIT AND TIME PAYMENT COMPUTATIONS THROUGH WORKSHEETS AND HANDOUTS.
PROJECT DESCRIPTION:	HANDOUTS AND WORKSHEETS ARE PROVIDED FOR COMPUTING CREDIT WORK PROBLEMS.
EVALUATION PROCEDURES:	OPEN
RESOURCES REQUIRED FOR PROJECT:	ATTACHED SHEETS
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	VALLEY CITY MULTI-DISTRICT VOCATIONAL CENTER VALLEY CITY, NORTH DAKOTA

HANDOUT #1

COMPUTING THE DOLLAR COST OF CREDIT

DIRECTIONS: Read Section 1 of Handout #1. Complete the problems in Section 2. Go on to Handout #2.

Section 1

Many consumers are not aware of the true dollar cost of credit on a purchase because this cost is not expressed to them as a specific sum. Carrying charges and monthly payment amounts "disguise" the sum the consumer pays for the privilege of buying on credit. You should know how to calculate the dollar cost of credit on a transaction. You will need this information as a consumer, and in a retailing job, you may be asked by a consumer to compute the dollar cost of credit on a sale.

The following procedure can be used for calculating the dollar cost of credit:

1. Subtract the down payment or trade-in allowance from the retail selling price to determine the balance owed.
2. Multiply the amount of the individual payment by the number of payments to determine the total amount that will be repaid.
3. Subtract the balance owed from the total amount that will be repaid to determine the dollar cost of credit.

Example: A customer buys a lawn mower that costs $200. He makes a down payment of $50 and agrees to make 12 monthly payments of $15. The dollar cost of the credit is $ 30.00 .

1.	$200.00	retail selling price
	- 50.00	down payment
	$150.00	balance owed
2.	$ 15.00	amount of each payment
	x 12	number of payments
	$ 30.00	
	$150.00	
	$180.00	total amount to be repaid
3.	$180.00	total amount to be repaid
	-150.00	balance owed
	$ 30.00	dollar cost of credit

HANDOUT # 1

COMPUTING THE DOLLAR COST OF CREDIT

Section 2

In the problems that follow, calculate the dollar cost of credit. Be sure to show your computations in detail.

1. A down payment of $400 was made on a new car costing $2500.00. The customer's monthly payments came to $90 a month for 24 month. The dollar cost of credit is $________.
2. A young couple bought bedroom furniture that came to a total cost of $600. They made a down payment of $100 and agreed to make 24 payments of $25. The dollar cost of credit is $________.
3. A new fur coat retails at $1050. If the customer agrees to pay for the coat at the rate of $60 a month for 20 months, the dollar cost of credit will be $________.

FIGURING THE REAL COST OF CREDIT

DIRECTIONS: Read Section 1 of Handout #2. Complete the problems in Section 2. Check your answers at the bottom of the page.

Section 1

Customers often think that a carrying charge expressed as a percentage corresponds to a simple interest rate. This is not true. A carrying charge is a combination of interest on the customer's use of the retailer's money and payment for expenses of operation. A carrying charge of an add-on percentage of 6% may seem reasonable to a customer. Yet, if this percentage is converted to a real annual interest rate, the customer might have a quite different reaction.

Whenever a retailer or a customer needs to convert a carrying charge into a real annual interest rate, he may do so easily by using this formula:

$$r = \left(\frac{2 \times m \times \$}{p \times (n+1)} \right)$$

r= real annual interest rate

m= number of payment periods in a year (12 if monthly, 52 if weekly).

$= finance cost in dollars

p= amount of credit advanced

n= number of installment payments to be made

Example:

A $600 color TV is sold for $100 down, with the balance payable in ten monthly installments of $54 each. The real annual interest rate will be 17 %.

$$r = \frac{2 \times 12 \times \$40}{\$500 \times (10+1)} = \frac{960}{5500} = 17\%$$

HANDOUT #2

FIGURING THE REAL COST OF CREDIT

Section 2

You will use the formula explained in the preceding handout to perform the following computations. Be sure to show your work. Round answers to the nearest tenth of a percent.

1. A down payment of $250 is made on a snowmobile that costs $1,000. The balance is to be paid in 24 monthly installments of $35 each. The real annual interest rate is ________%.
2. A car costing $2,500 is sold for $500 down, with the balance to be paid in 36 monthly installments of $65 each. The real annual interest rate is ________%.
3. A down payment of $400 was made on a new car costing $2500. The customer's monthly payments came to $90 a month for 24 months. The real annual interest rate is ________%.

MANAGEMENT AND DECISION MAKING

RELATED UNIT OF INSTRUCTION:	MANAGEMENT
PROJECT TITLE:	ORGANIZATION CHART
SUGGESTED GRADE LEVEL:	JUNIORS OR SENIORS
TIME REQUIRED TO COMPLETE PROJECT:	ONE DAY
PROJECT RATIONALE:	EACH EMPLOYEE SHOULD KNOW THE ORGANIZATION OF PERSONNEL WITHIN THE BUSINESS THEY WORK, AND THE EMPLOYER SHOULD KNOW HOW THE LINE OF AUTHORITY RELATES TO ITS EMPLOYEES.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL LEARN HOW TO SET UP AN ORGANIZATION CHART FOR A BUSINESS BY DEPARTMENT, SENIORITY AND RESPONSIBILITIES.
PROJECT DESCRIPTION:	A LIST OF PERSONNEL IS GIVEN TO THE STUDENT. FROM THIS LIST AN ORGANIZATION CHART WILL BE DEVELOPED FROM A BLANK CHART.
EVALUATION PROCEDURES:	20 POINTS, ONE POINT FOR EACH CORRECT ANSWER
RESOURCES REQUIRED FOR PROJECT:	ATTACHED SHEETS
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	REDINA BERSCHEID, BILLINGS, MONTANA

PLACE THE FOLLOWING PERSONNEL ON THE GIVEN ORGANIZATIONAL CHART:

PRESIDENT

MERCHANDISE MANAGER

BILLING CLERK

SALES MANAGER

CONTROLLER

JANITOR

DISPLAY TECHNICIAN

COPYWRITER

HARDGOODS PURCHASING AGENT

SOFTGOODS PURCHASING AGENT

BUYERS

SALESPEOPLE

PUBLICITY DIRECTOR

RECORDS MANAGER

ASSISTANT BUYER

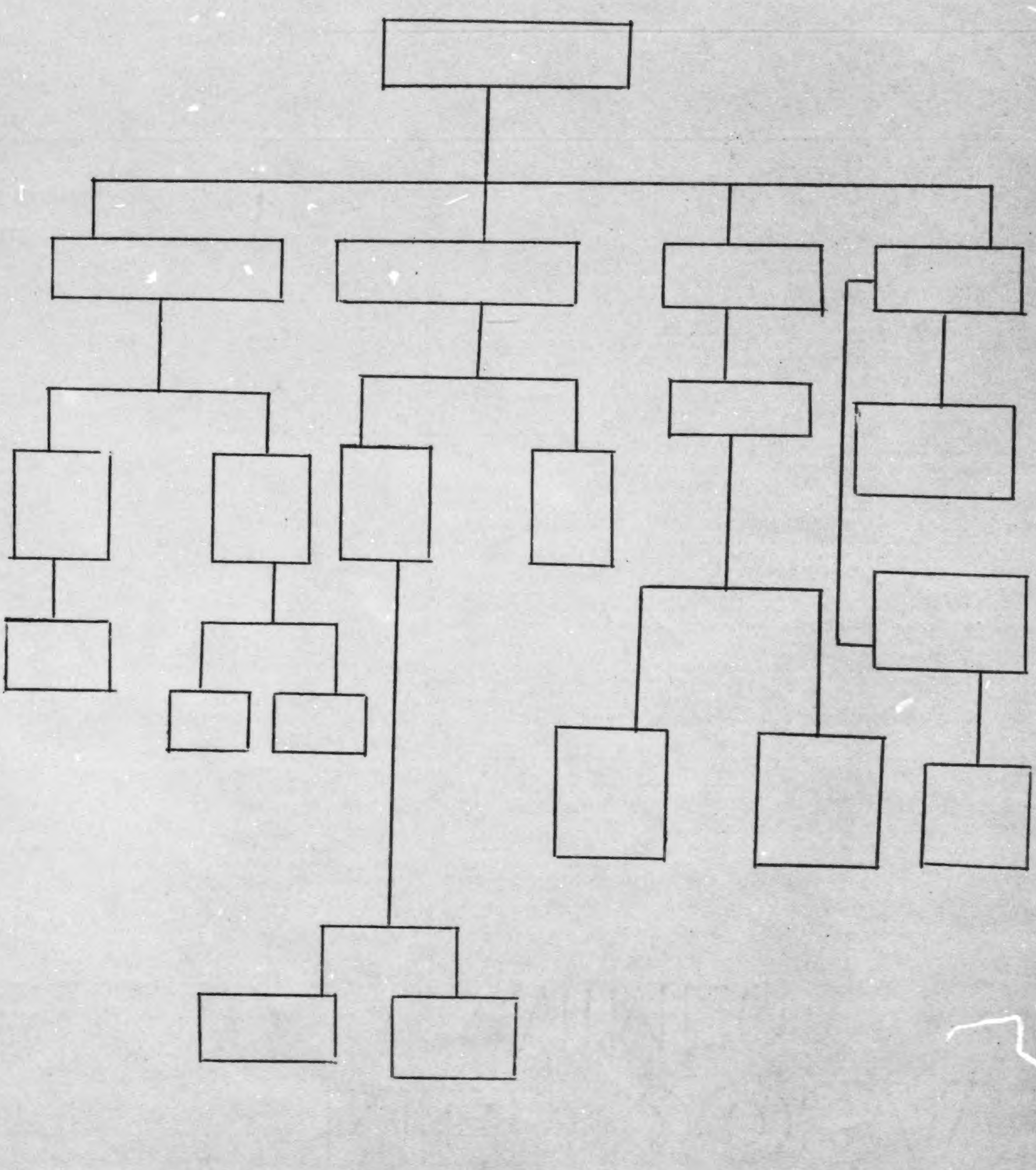
BUDGET ANALYSIST

STOCKROOM

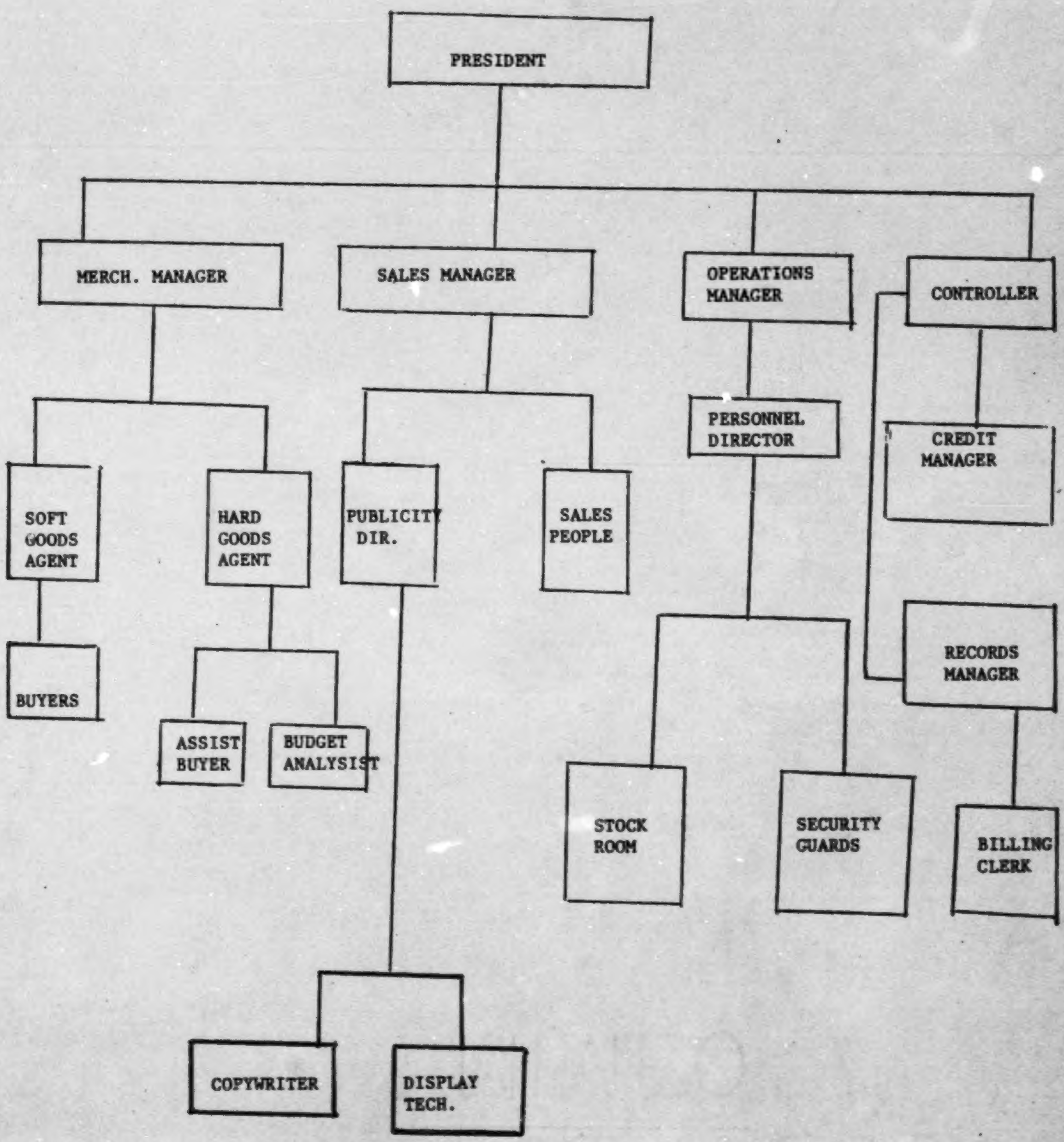
SECURITY GUARDS

OPERATIONS MANAGER

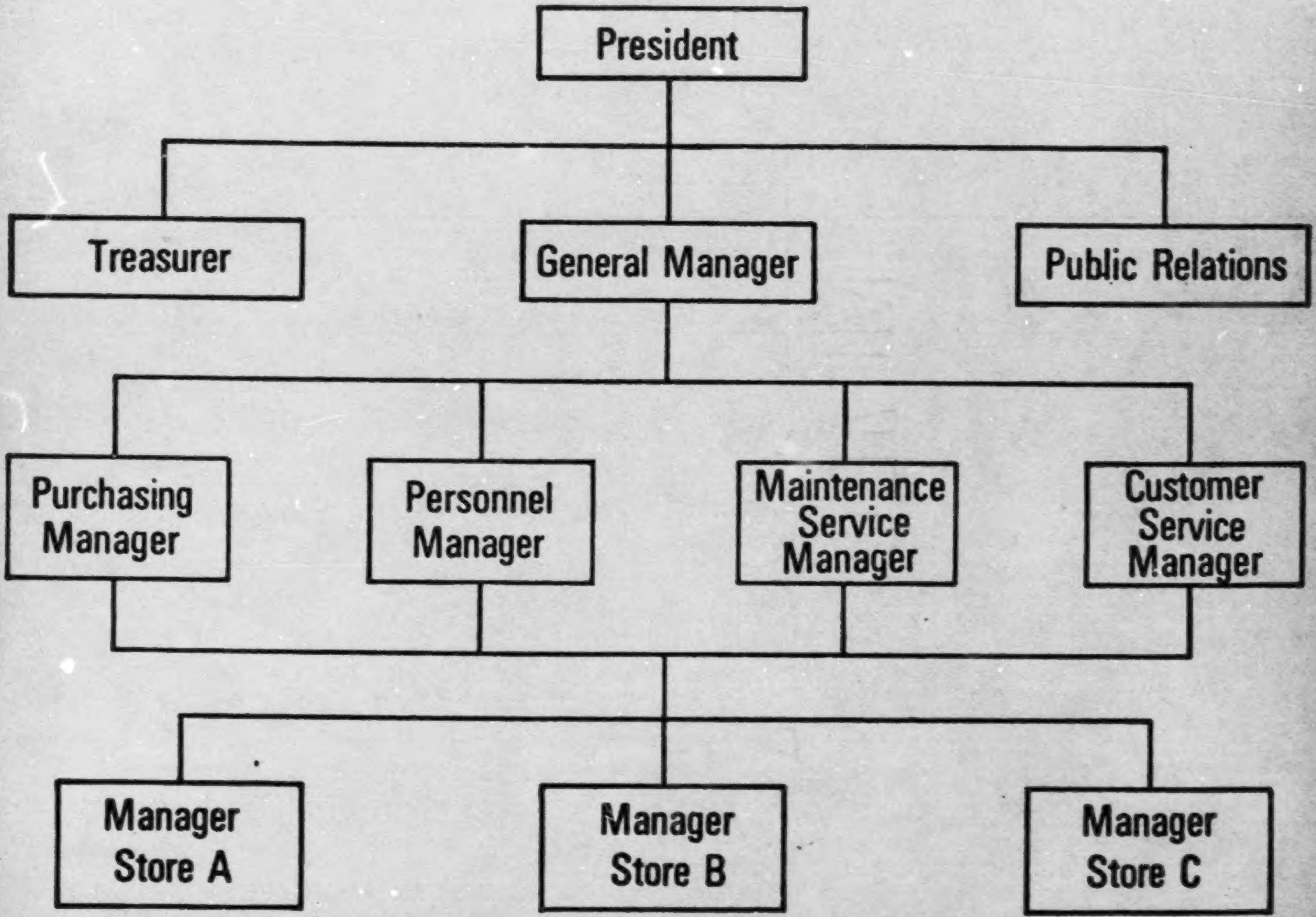
PERSONNEL DIRECTOR



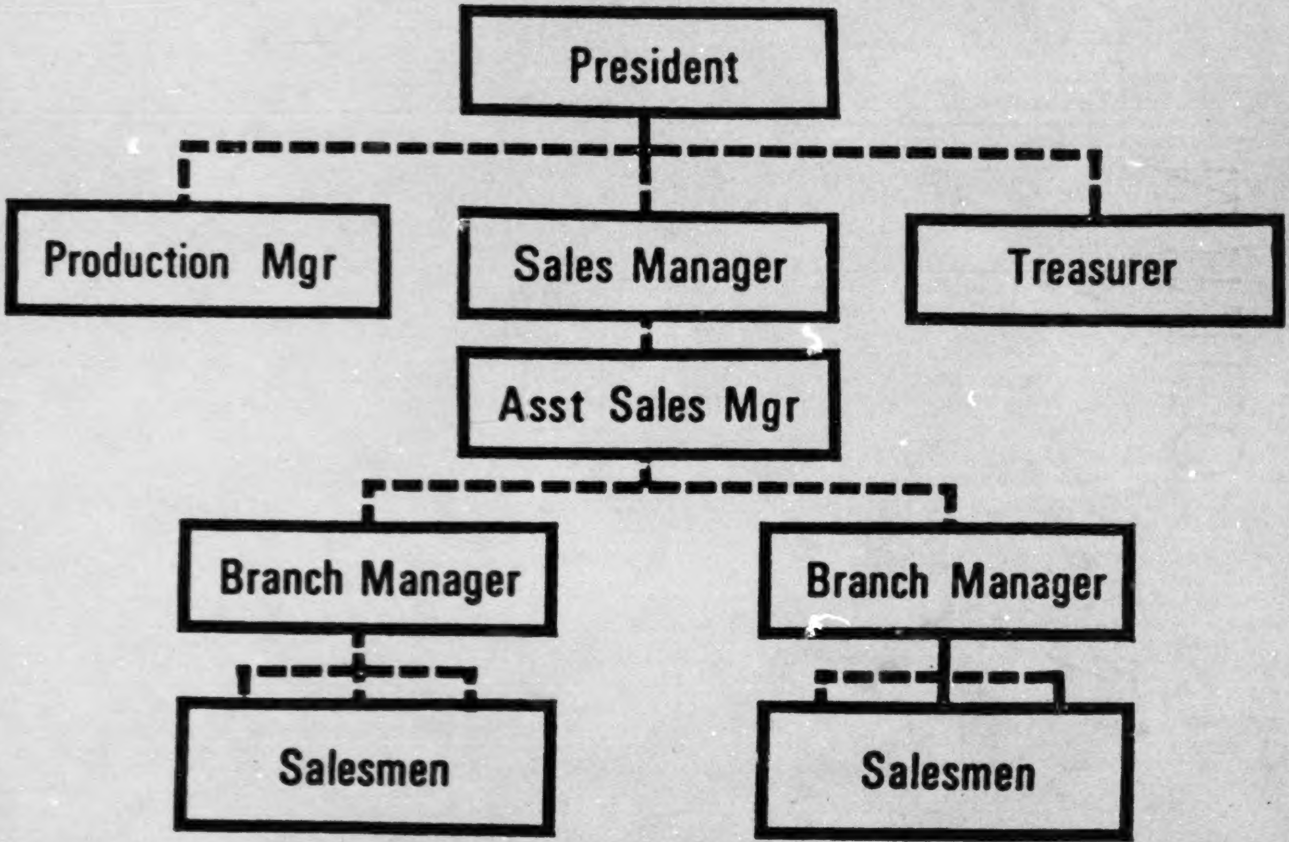
ANSWER KEY


PRESIDENT
MERCH. MANAGER
SALES MANAGER
OPERATIONS MANAGER
CONTROLLER
SOFT GOODS AGENT
HARD GOODS AGENT
PUBLICITY DIR.
SALES PEOPLE
PERSONNEL DIRECTOR
CREDIT MANAGER
BUYERS
ASSIST BUYER
BUDGET ANALYSIST
RECORDS MANAGER
STOCK ROOM
SECURITY GUARDS
BILLING CLERK
COPYWRITER
DISPLAY TECH.

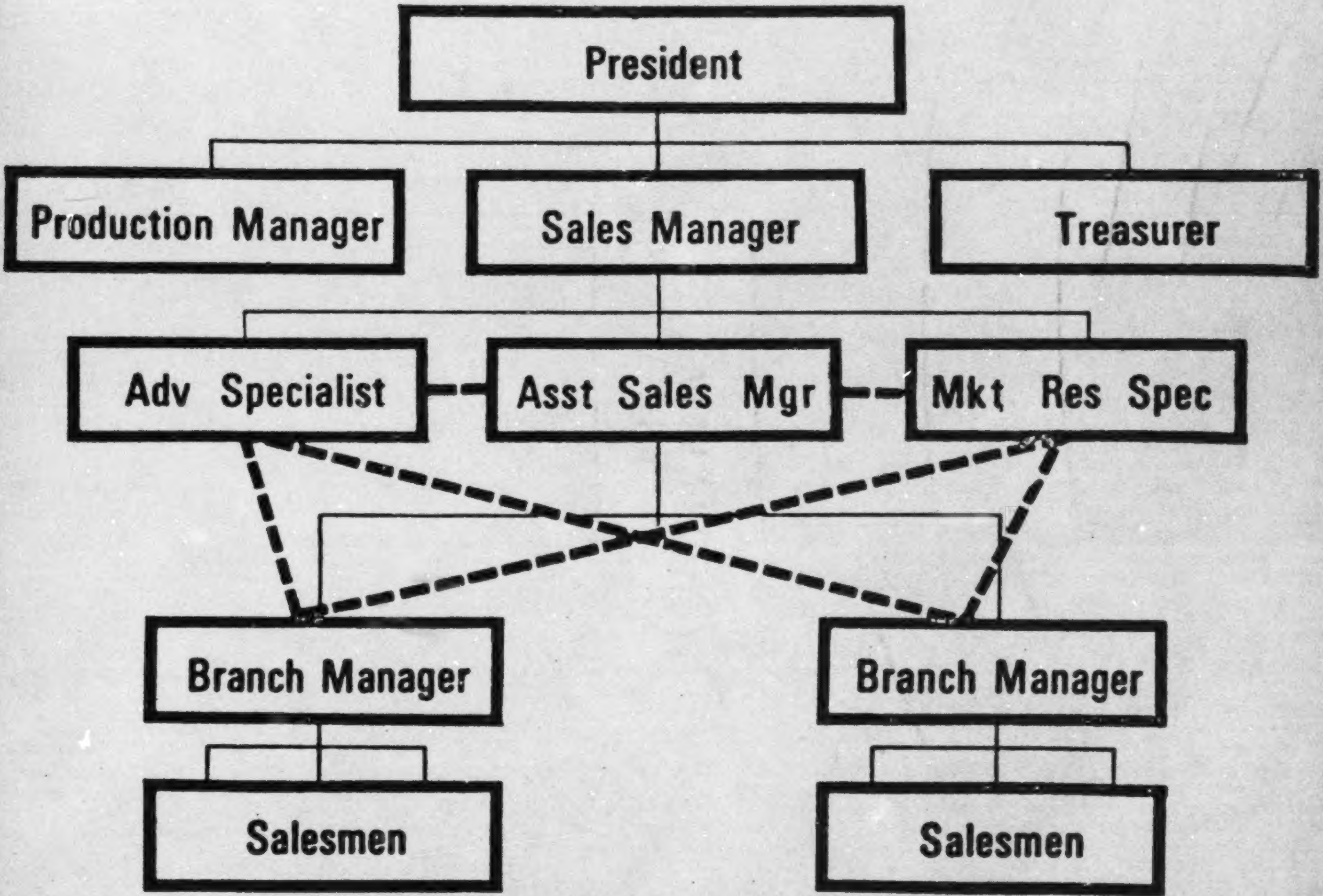
Functional Organization


President
Treasurer
General Manager
Public Relations
Purchasing Manager
Personnel Manager
Maintenance Service Manager
Customer Service Manager
Manager Store A
Manager Store B
Manager Store C

Line Organization


President
Production Mgr
Sales Manager
Treasurer
Asst Sales Mgr
Branch Manager
Branch Manager
Salesmen
Salesmen

Line and Staff Organization



President

Production Manager

Sales Manager

Treasurer

Adv Specialist

Asst Sales Mgr

Mkt Res Spec

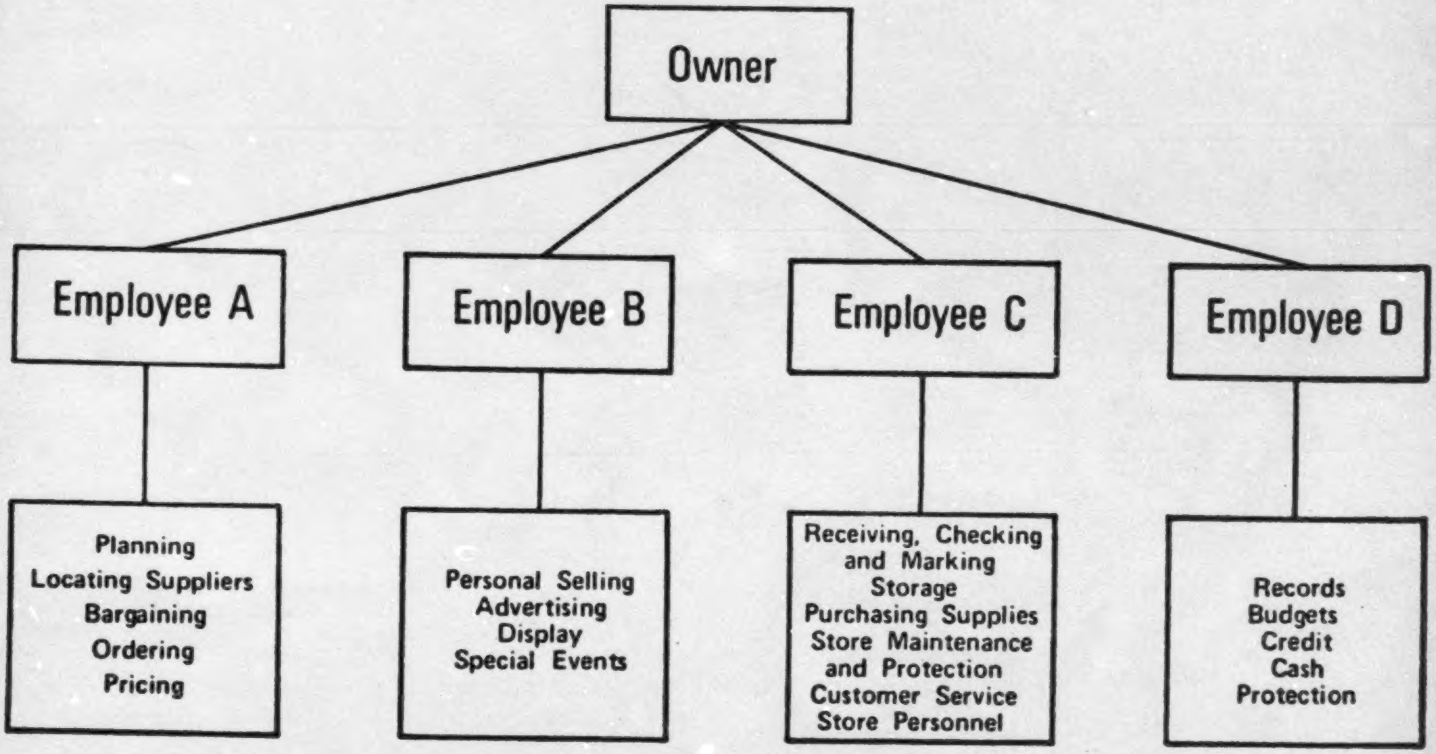
Branch Manager

Branch Manager

Salesmen

Salesmen

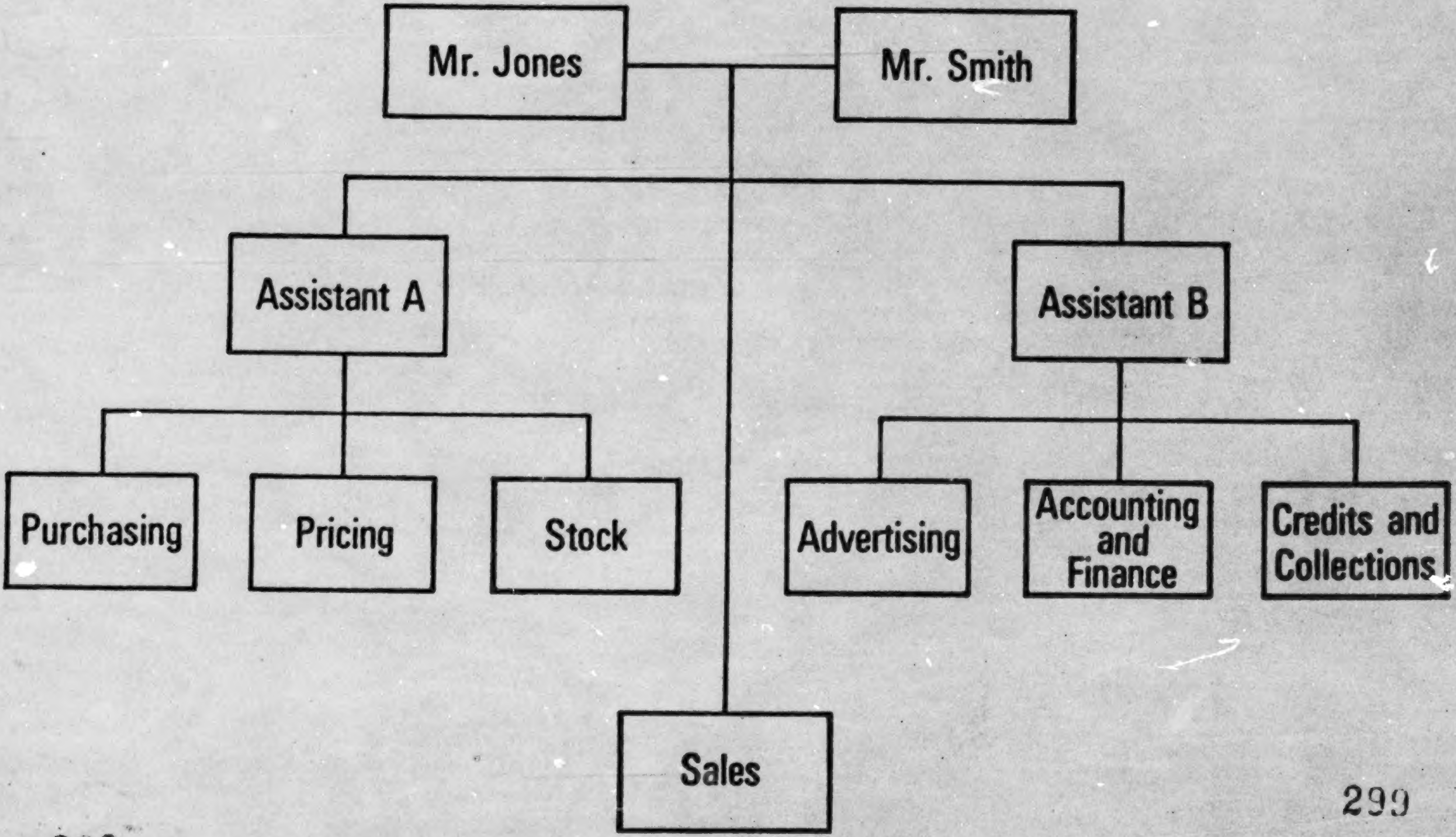
Division of Responsibility in Small Firm



Owner

- Employee A
  - Planning
  - Locating Suppliers
  - Bargaining
  - Ordering
  - Pricing
- Employee B
  - Personal Selling
  - Advertising
  - Display
  - Special Events
- Employee C
  - Receiving, Checking and Marking
  - Storage
  - Purchasing Supplies
  - Store Maintenance and Protection
  - Customer Service
  - Store Personnel
- Employee D
  - Records
  - Budgets
  - Credit
  - Cash
  - Protection

Expanded Partnership



Mr. Jones

Mr. Smith

Assistant A

Assistant B

Purchasing

Pricing

Stock

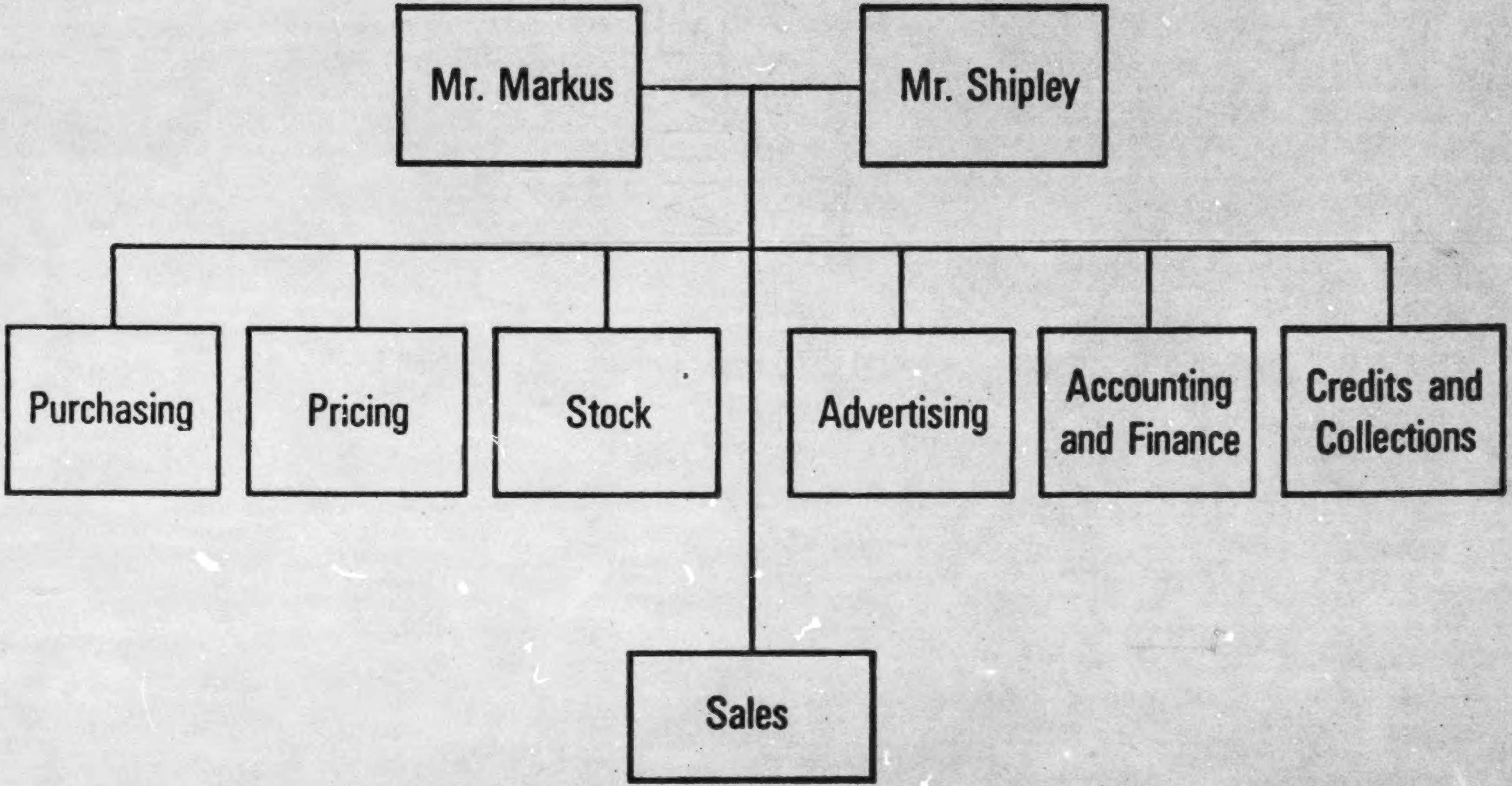
Advertising

Accounting and Finance

Credits and Collections

Sales

Division of Responsibility in Partnership



Mr. Markus

Mr. Shipley

Purchasing

Pricing

Stock

Advertising

Accounting and Finance

Credits and Collections

Sales

RELATED UNIT OF INSTRUCTION:	MANAGEMENT
PROJECT TITLE:	SCHEDULING, ORGANIZING AND BUDGETING WORKLOADS
SUGGESTED GRADE LEVEL:	SENIORS, POST SECONDARY
TIME REQUIRED TO COMPLETE PROJECT:	TWO DAYS
PROJECT RATIONALE:	A FUNCTION OF MANAGEMENT IS TO SCHEDULE, ORGANIZE AND BUDGET WORKLOADS FOR ITS EMPLOYEES.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL GAIN KNOWLEDGE AND UNDERSTANDING OF HOW TO PLAN WORK-FORCE BUDGETS AND SCHEDULE EMPLOYEE WORKING HOURS, LUNCH HOURS, AND RELIEFS.
PROJECT DESCRIPTION:	HANDOUTS ON SCHEDULING EMPLOYEES AND A PRE-TEST ARE PROVIDED.
EVALUATION PROCEDURES:	OPEN
RESOURCES REQUIRED FOR PROJECT:	ATTACHED SHEETS
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	VALLEY CITY MULTI-DISTRICT VOCATIONAL CENTER VALLEY CITY, NORTH DAKOTA

PERSONNEL

NUMBER	ASSIGNMENT	DATE COMPLETED	GRADE
1.	Read examples of organizational charts for the school store.		
2.	Make an organizational chart on a poster for the school store.		
3.	Read handout #1 scheduling employees		
4.	Do scheduling pretest.		
5.	Make schedule for school store for eight weeks.		
6.	Take pretest on employee handbook.		
7.	Read employee handbook and handout # 3 contents of an employee handbook		
8.	Write, design, and type an employee handbook for the school store using magizine pictures for illustrations.		

The above assignments have been completed by the student.

Student ________________________________

Teacher/Coordinator ________________________

SCHEDULING, ORGANIZING & BUDGETING WORKLOADS

Competency: Knowledge & understanding of how to plan work-force budgets & schedule employee working hours, lunch hours, & reliefs.

Directions: Complete the following -

a. Read Handout #1.

b. Complete Pre-test.

c. Supervise scheduling for Model Store, under the direction of the learning manager.

HANDOUT #1

SCHEDULING EMPLOYEES

Retail stores selling groceries, drugs and department items, gasoline stations and restaurants are often open from 72 to 168 hours weekly. Only a fraction of that time will be worked by each employee. In order to cover the number of hours that service is provided to customers it is necessary to have rather complicated scheduling procedures.

Employee staffing needs not only include regular open hours. They require staffing during peak hours that customers favor for shopping. Employees are categorized into several groups to take care of the special scheduling needs: (1) Permanent employees may be both full time workers and part-time workers, (2) Temporary employees may be seasonal employees, workers on call as needed, or those employees who work during free time after school, on weekends, or during busy periods of the week or year, such as Christmas, Easter, or during special sales events.

Full time employees work 35 to 40 hours per week, from Monday through Friday and under some schedules - Saturday, and/or Sunday. A day off is offered each week. Employees on a full time basis are often scheduled to work at least one night each week--sometimes more depending on the agreement made with management and the needs of the store.

Part-time employees are used a great deal in retailing. Peak periods in sales during the week necessitate a large staff, which may not be needed for several hours until another buying peak occurs. To illustrate this, downtown shopping areas have as their selling peak hours from 11:00 a.m. to 2:00 p.m. This is the lunch hour period when downtown employees get time off for eating. Regular full time employees are given their lunch breaks during these hours and part-time employees are often used to fill in for them.

Shopping Centers and Malls have brought on the policy of longer store hours for many stores, either for a few or several nights each week. To supply service needs, large stores have experimented with a two-shift or a three-shift schedule instead of juggling people's hours daily to arrange different schedules. These shifts of employees are sometimes called platoons, where workers have set hours each day that they work. One shift is ready to take over as another shift gets off work. An example of this type of scheduling is as follows: (A) First shift (platoon) works from 9:00 a.m. until 5:00 p.m. each day, Monday through Friday; (B) Second Shift (platoon) arrives at 5:00 p.m. and works until closing time, either 9:00 or 10:00 p.m. daily; (C) Third Platoon would work on Saturdays and Sundays. Some stores divide work hours up equally, such as a 20-hour work week for each shift. The platoon system often requires hiring assistant managers to provide managerial assistance to all shifts.

PRE-TEST

SCHEDULING, ORGANIZING, AND BUDGETING WORKLOADS

DIRECTIONS: Develop a work time schedule for a week for six employees. Each employee has a 40-hour work week, with fifteen minute breaks morning and afternoon. The store is open seven days a week. The busiest day is Saturday.

After you have completed the schedule, turn it into your instructor for an evaluation. If you have completed it to the instructor's approval, go to the pre-test for the next objective. If you did not pass, select one of the learning activities on page 2.

WORKING HOURS SCHEDULE

EMPLOYEE NAMES	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.	BREAK	TOTAL HOURS

MANAGEMENT FUNCTIONS

HANDOUT #1

A distinct characteristic of successful business is sound management. Management is one of the four factors of production. The other three are labor, capital goods, and natural resources or land. A knowledge of the role managers play is essential in appreciating the responsibilities involved in running a firm and in deciding whether one wishes to be considered for a managerial job.

Management is the process of achieving the goals of an organization by utilizing people and other resources. Other resources include such things as money, equipment, buildings, and materials. Management is a process, not a single act or event, which occurs over time. Management involves complex man-to-man and man-to-machine types relationships.

No matter what kind or size of business, the studies reveal that managers do essentially the same general types of work. Whether the president of a large manufacturing company or the supervisor in a small retail business, a manager performs these four functions: (1) planning, (2) organizing, (3) leading, and (4) controlling.

Planning means deciding what has to be done and determining how objectives are to be met. Organizing involves getting set up to be able to do the necessary work that had been planned. A manager leads when he guides the employees and controls when he checks to see that the work has been done as planned. In addition to performing the four managerial functions, managers are also often involved in doing routine non-managerial types of work.

A manager is one who works with others and spends the majority of his time performing tasks that are categorized as planning, organizing, leading, and controlling. A manager may be an owner of a business or an employee. An employee who performs as many as three of the four functions of management would not normally be labeled a manager. Nonmanagerial employees may plan, organize, and control their own work to a limited extent on a regular basis but do not usually lead or direct other employees.

An employee who is engaged in all four management functions is a manager. There are various levels of managerial responsibility. A supervisor is the first level manager; he performs all four managerial functions on a limited basis. An executive is a manager above the supervisory level with broad responsibilities. In large businesses there may be several managerial levels between supervisors and top executives.

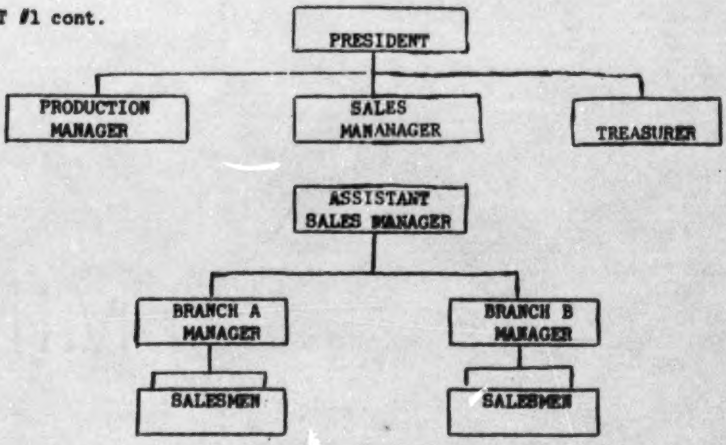
Another way of distinguishing low from high level managers if the time spent on each function. High level managers spend much more time planning and organizing than do low level managers. A low level manager, such as a supervisor, spends the bulk of time leading employees and controlling their performance.

/Planning Function/

Of the four functions of management, the first and most important is planning. Planning means to look ahead, to set goals, and to consider ways of attaining goals. Unless planning occurs, the organizing, leading, and controlling functions serve little purpose. Planning is the foundation of good management; and central to effective planning is the establishment of realistic goals.

/Organizing Function/

Planning is an extremely important function of management but a plan that is not executed lacks meaning. Before a plan can be executed, however, a business must be organized. Organizing means to structure or arrange relationships between people, the work to be done, and the facilities so that goals are achieved. When a manager organizes he takes steps that will enable his business, division, or department to reach its objectives. To better understand the organization function, one should become familiar with the organization chart.



Organizational chart of line organization

An organization chart is a visual device which shows the structure of an organization and the relationships among workers and divisions of work. The important role of the organization chart is to: (1) indicate each employee's area of responsibility and to whom each reports; (2) coordinate the divisions of work and to make those divisions clear; (3) show work to be done, and (4) indicate lines of promotion. By understanding an organization chart, an employee has some idea of where and how he fits into the company and what is ahead in the way of promotion.

In establishing an organizational structure, the manager has the responsibility of dividing the total work to be done into units, such as departments. These units have to be staffed and coordinated with each other to fit the goals of the business. Separating the work of the firm into logical units and grouping related units into divisions involves (1) forming departments composed of related tasks, (2) directing and arranging the flow of work within and among departments, and (3) assigning responsibilities to employees.(staffing)

Responsibility is the obligation to do an assigned task. In a good organization the assigned tasks are clearly defined so that each individual in the organization knows exactly the tasks for which he is responsible.

Authority is the right to make decisions with respect to work assignments and to require subordinates to perform those assigned tasks. Authority is delegated from the top of the organization down through the lower levels. One of the greatest mistakes in business is to assign responsibilities to employees without giving them sufficient authority to carry out those responsibilities. Each employee and each supervisor should know (1) what his job is supposed to accomplish, (2) what his duties are, (3) what authority he has, (4) who his boss is, (5) who reports to him, and (6) what is considered satisfactory performance of his duties. Unless employees know specifically their responsibilities, duties, and authority, they are not likely to do their best work There is likely to be a state of confusion existing most of the time, also; e.g., the person handling credits and the person handling sales may get into disputes through misunderstandings.

/Leading Function/

Employees need effective leadership if the work that has been planned and organized is to be completed. The leadership style of executives has a great deal to do with how productive workers might be. Ineffective leadership often results in poor human relations and low productivity. Good managers must possess desirable leadership qualities. Leading is the ability of a manager to direct employees in such a way that the goals are achieved. Building morale and motivating employees to work effectively are

HANDOUT #1 cont.

essential ingredients of sound leadership. Effective leaders understand human relationships and take them into consideration when directing employees. Good human relations exist when a group of people get along well together as contrasted to a group in which there are arguments, misunderstandings, hostility, and suspicion. Through the years, management has come to recognize that good human relations are essential in business organizations. When business and industry was first developing, management placed great emphasis on technological improvements in machines and methods to increase productivity and tended to overlook the aspirations, drives, motivations, and satisfactions of the human beings who made up the organization. Then management came to realize that friction and conflict between individuals and between groups resulted in low output, poor-quality work, high labor turnover, high absenteeism, unnecessary grievances, and other conditions which decreased productivity and profits. Management finally realized that greater productivity is achieved by people who are enthusiastic about their jobs and who have a spirit of cooperation in working with others in accomplishing the company's goals. Thus, a major objective of management today is the maintenance of and improvement of good relations among employees and between employees and management.

To achieve good human relations, management is attempting to preserve and foster good morale. Morale is a state of mind which reflects an individual's attitudes toward his job, his fellow workers, and his employer.(work climate) Depending on the attitudes of the individual, his morale may be high, low, or in between. High morale may exist in a business when its employees:

1. Respect and cooperate with the people with whom they work and for whom they work.
2. Receive satisfaction from their jobs.
3. Take pride in their work and in the company.
4. Have a feeling of belonging to the work group.
5. Approve of the pay scales and promotional opportunities.
6. Are loyal to the company and abide by its rules, regulations, and policies.

/Controlling Function/

The controlling function involves judging the success of meeting the goals and then taking corrective action, if needed, when goals are not being achieved. Through control procedures it is also possible to discover why goals are not being reached and to decide upon possible corrective steps.

The most commonly used controlling device is the budget. Budgets, like schedules and standards, are also planning devices. When a budget is prepared it is a planning device; after that it is a controlling device. Actual cost figures are collected and compared with estimated or planned figures. Such comparisons permit judgments about the success of planning efforts and provide clues for making changes that will help assure that goals are reached.

Control devices usually involve people. While most workers are not enthusiastic about controls, they generally accept the need for necessary controls. Certain control measures are self-explanatory e.g. - the need to punch time clocks. Other controls may seem less obvious or even of doubtful value and will receive less support from employees. Two rules should be remembered when dealing with controls: (1) control devices should be created with care, and (2) control measures should be explained adequately in order to win employee support.

SUPPLEMENT TO HANDOUT #1

After reading the handout, students should be able to answer the following questions and fill in the blanks.

1. What four functions do managers perform?

   ____________________, ____________________, ____________________, ____________________

2. What is an organization chart and why is it used?

3. Management is the process of achieving the goals of a business by utilizing

   ____.

4. When a manager organizes, he takes steps that will enable his business or department to ________________________________.

5. Organizing involves getting set up to be able to do the necessary work that has been ________________.

6. ____________________________________ may plan, organize, and control their own work to a limited extent on a regular basis but do not usually lead or direct other employees.

7. Authority is ________________ and responsibility is ____________________

8. One of the greatest mistakes in business is to assign responsibilities to employees without giving them enough __________________ to carry out those responsibilities.

9. The __________________________ of executives has a great deal to do with worker productivity.

10. What is morale? What are some of the characteristics which employees have when there is good morale in the business organization?

SUPPLEMENT TO HANDOUT #1 cont.

Answer the following T or F

_____ 1. Management is easily defined because it's process is a single act or step.

_____ 2. Managers essentially do the same general types of work.

_____ 3. Leading is the most important managerial function.

_____ 4. Before a plan can be undertaken, a business must be organized.

_____ 5. Authority is delegated from the top to the bottom of the organization chart.

_____ 6. Ineffective leadership often results in good human relations and low productivity.

_____ 7. Today, management emphasizes improving machines and methods to improve productivity.

_____ 8. Talking badly about your employer behind his back is an indication of low employee morale.

_____ 9. An employee engaged in three of the management functions is generally considered a manager.

_____10. A high level manager spends most of his time leading employees and controlling their performance.

_____11. The manager or supervisor has the greatest impact on a worker's attitude toward his job.

Class Discussion

1. What are some of the dangers of the failure of a businessman to assign duties and responsibilities to others?

2. Why is it important for each individual in the organization to have only one supervisor?

3. If the sales manager of a nationwide organization and the branch manager of a district office both have jurisdiction over salesmen working out of this district office, what can be done to avoid misunderstandings among the salesmen?

4. What are some of the ways in which management can attempt to determine the level of the morale of the organization?

5. Should management solicit from employees suggestions as to how their jobs can be improved?

Given the following example, indicate after each statement which managerial function is used.

The manager of a small grocery store, The Quick Shop, decided that within a six month period sales could be increased by ten percent.(________) The amount of display space was expanded slightly, a new employee was hired, and the advertising budget was increased.(______) All employees were informed of the goal and, to stimulate sales efforts, individuals and departments that contributed most to increasing sales volume would be awarded cash prizes.(______) At the end of the first month, the manager was anxious to discover whether the goal (10% increase in sales) had been reached. The accountant provided sales figures which showed an increase of 9%.(______)

Choose from:

a. leading function

b. controlling function

c. planning function

d. organizing function

Activity for competency #318 - A belief that a supervisor should set an example of personal work habits and character which employees can emulate.

Have the students list what they think a manager should or should not do. When completed, have a discussion.

A Good Manager Should Do	Avoid These Practices
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

T or F

_____ 1. A manager knows everything there is to know about his department.

_____ 2. A manager should take time to listen to employees problems.

_____ 3. Employees should never suggest working condition changes to their supervisors.

_____ 4. Management generally goes through channels to have changes made in his store or department.

_____ 5. A manager should always keep his eye on his employee like a hawk.

_____ 6. A manager should not be friendly towards his subordinates.

_____ 7. Everybody can be a manager.

RELATED UNIT OF INSTRUCTION: MANAGEMENT

PROJECT TITLE: TIME MANAGEMENT

SUGGESTED GRADE LEVEL: JUNIORS OR SENIORS

TIME REQUIRED TO COMPLETE PROJECT: ONE DAY

PROJECT RATIONALE:

PROJECT PURPOSE AND PERFORMANCE OBJECTIVES: THE STUDENT WILL BECOME MORE AWARE OF HOW TO SPEND THEIR TIME BY COMPLETING A TIME MANAGEMENT SURVEY, PREPARING A SCHEDULE OF ACTIVITIES AND READING TIME MANAGEMENT GUIDELINES AND MANAGEMENT TECHNIQUES.

PROJECT DESCRIPTION: A TIME MANAGEMENT SURVEY IS GIVEN TO EVERY STUDENT. THEN, A CASE PROBLEM IS GIVEN TO THE STUDENT TO SOLVE USING THE TIME MANAGEMENT GUIDELINES AND MANAGEMENT TECHNIQUES THAT ARE DISCUSSED IN THE CLASSROOM.

EVALUATION PROCEDURES: OPEN

RESOURCES REQUIRED FOR PROJECT: ATTACHED CASE STUDY AND HANDOUTS

MISCELLANEOUS PROJECT INFORMATION: NONE

PROJECT DEVELOPED BY: LDI

Time Management

PROJECT FOURTEEN

1. Which of the following do you feel represents your biggest problem(s) in managing your time. (check as many as you wish)

    ____ a. I don't seem to be able to control my time.

    ____ b. Everyone wants some of my time and I have no time for myself.

    ____ c. I don't plan the use of my time.

    ____ d. I try to do everything and there's not enough time in the day.

    ____ e. Others. ______________________________

2. How do you feel when you have not invested your time wisely and not accomplished what you wanted?

    ____ a. Frustrated

    ____ b. It doesn't matter, I can do it tomorrow.

    ____ c. Great, I didn't have to do anything, today.

    ____ d. Successful

    ____ e. Others. ______________________________

3. Do you feel that you are investing time wisely and making the most efficient use of your limited time? ____Yes ____No

4. Do you feel that time is money? ____Yes ____No

5. Do you treat your time like you do your money? ____Yes ____No (Would you throw away your money?)

6. Compute how much time we have available to accomplish our goals if we assume that the average life expectancy is 70.

    a. 365 days per year multiplied times 24 hours per day = ________ hours per year

    b. ________ hours per year multiplied times 70 years = ________ hours per lifetime

    c. what per cent of the total hours in your lifetime do you have available for goal accomplishment (eliminating those hours for sleep, eating, etc.)? ________

Betty Lou's Week

TASKS

1. Review Betty Lou's background and goals.
2. Review the week's demands on Betty Lou's time.
3. Using the information provided, prepare Betty Lou's weekly schedule using the form provided. You must include all activities and tasks in which Betty Lou has allowed herself to be involved. Or, you must be able to explain why an activity or task was eliminated from her weekly schedule.

MEET BETTY LOU.....

a seventeen year old senior at Will Rogers High School actively involved in numerous school, church, and civic activities...historian of the National Honor Society...editor of the Will Rogers Yearbook...enjoys speech, english, and drama classes...an avid tennis player who could be on the girls' varsity tennis team...a Sunday School teacher for the preschool class...one of five children...needs to work on a part-time basis to earn money for extracurricular activities...enjoys doing volunteer work at the hospital...

BETTY LOU'S GOALS.....

attend college upon graduation and pursue a major in communications with emphasis upon public relations and radio and television...earn enough money to pay for extras needed to maintain her involvement in school activities...devote more time to her church youth group...improve her backhand in tennis...secure a leading role in a school musical production...develop a closer relationship with her younger sister before leaving for college...help expand the hospital volunteer program...

BETTY LOU'S DEMANDS.....

Demand #1. Betty Lou's sister, Thelma, is celebrating her 13th birthday. The family is planning a surprise party on Thursday night at 8:00. Betty Lou must buy a very special gift for her sister.

Demand #2. Betty Lou is taking her college entrance examination on Saturday morning from 8:00-12:00.

Demand #3. Betty Lou eats breakfast at 7:00 am.

Demand #4. Betty Lou leaves for school at 8:00 am.

Demand #5. The young people's group at church is having a "song fest" on Wednesday at 7:00 pm.

Demand #6. The Journalism Club is featuring a nationally known expert in communications on Tuesday afternoon at 3:00 pm.

Demand #7. Betty Lou's employer asked her to work late Tuesday evening from 4:00-7:00 pm.

Demand #8. The Speech and Drama Club is seeking participants for a spring break theater trip. Cost is $150.

Demand #9. Jimmy Jay asked Betty Lou to play tennis Thursday afternoon or whenever she was free.

Demand #10. Betty Lou wants to go to the movies with her friends. Does she have time?

Demand #11. The personnel manager at work says that unless Betty Lou can work fifteen hours a week she may not be retained. Can you schedule it?

Demand #12. Betty Lou needs to sleep 8 hours to prevent a physical problem from reoccuring.

Demand #13. An English paper is due on Friday and it will probably take four hours to complete it.

Demand #14. Tryouts for the musical, South Pacific, are being held on Tuesday at 3:00 pm. Practices will be on Monday evening and Thursday evening from 7:00 to 9:00 pm.

Demand #15. Betty Lou has a yearbook deadline Thursday morning and has at least three hours of work left to do.

Demand #16. Betty Lou has classes from 8:30 to 2:00.

Demand #17. The boss has asked Betty Lou to work on Saturday afternoons for certain from 3:00 to 6:00.

Demand #18. The hospital board is meeting with active candy stripers to discuss the expansion of their program on Friday afternoon at 4:00.

Demand #19. The Annual Panhellenic Senior Tea is being held Monday at 8:00 pm.

Demand #20. Betty Lou's friend, Sally Jean, wants to talk with her about some problems she has been having and will talk anytime.

Demand #21. The football game is Friday night...dance and hamburgers afterwards.

Betty Lou's Schedule

TIME	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							

Time Management Guidelines

TO MANAGE YOUR TIME MORE EFFECTIVELY, YOU SHOULD:

1. Plan your time wisely. Those who fail to plan are planning to fail!
2. Establish "Goal Statements" and you will:
    a. know where you're going and what you want to accomplish
    b. be motivated to accomplish your goals
    c. invest your time in a much more meaningful way
3. Update your Goal Statements continuously
4. Priortize your Goal Statements, using a 1-2-3 ranking. 1=extremely important; 2=somewhat important; and 3=little importance
5. Identify those activities you must accomplish to reach your goals
6. Identify obstacles which will prohibit you from accomplishing your goals
7. Schedule your activities, allowing time for (1) essential activities, (2) routine tasks, (3) previous commitments, and (4) interruptions and crisis situations.
8. Allow yourself "planning time". Schedule your activities for the next day in the evening.
9. Allocate at least one hour a day for uncommitted time to take advantage of targets of opportunity or unanticipated demands on your time.
10. Eliminate "must" activities quickly to allow more time for more demanding activities. Eliminating "musts" will reduce tension and anxiety caused by interruptions and distractions.
11. Prepare a "daily activity list" in priority ranking.
12. Learn to say "NO"!
13. Establish a routine of when and where people can reach you. When people know when you're available, they will contact you during that time and not interrupt or distract you throughout the day.
14. Learn to delegate!
15. Ask the question at all times: "What is the best use of my time at this moment in light of my goals?"

Time Management Techniques

1. Never dwell on failures, as you can do nothing about them and they use up valuable time.
2. Never feel guilty about those things that you did not do or accomplish.
3. Get satisfaction from every minute of the day, since all time is critical.
4. Keep your watch five minutes ahead to avoid late arrivals and get a head start on the day.
5. Place index cards in your pocket, purse, wallet or wherever to write down ideas or notes to remember.
6. Revise your Goal Statements monthly to eliminate outdated ones and add new ones.
7. Get rid of your television set.
8. Seek new techniques each day that can be used to gain time.
9. Get up early each day and get a headstart on the day before other people begin.
10. Have a light lunch so you don't get sleepy in the afternoon and be non-productive.
11. Evaluate all habits and eliminate those you don't need.
12. If you have to wait, use the time to relax, plan or do something that you would have had to use other time for.
13. Accomplish those activities related to 1's and possibly 2's but eliminate 3's.
14. Eliminate nonproductive activities as soon as you realize it.
15. Allow yourself extra time to concentrate on high priority items.
16. Use your time in school wisely to avoid bringing work home.
17. Review Goal Statements daily and identify those activities necessary to accomplish each and do them.
18. Plan in the evening so you can get a good start on the next day's activities.

19. Keep your long term goals in mind even when doing the most insignificant tasks. Never lose site of your goals.

20. Put up signs in your room, or wherever you spend time, reminding you of your goals. Carry your goals with you and review them periodically.

21. Priortize your activity list each day and do your best to complete them quickly.

22. Reserve "open time" for targets of opportunity, last minute decisions, etc.

23. Allow yourself diversity in your schedule so you will not get tired of your list of activities and reduce your efficiency or effectiveness.

24. Reward yourself for using your time wisely or accomplishing a goal.

25. Work smarter, not harder.

26. Do first things first.

27. Focus upon those efforts that have long range benefits.

28. Think on paper.

29. Priortize your Daily Activity List and accomplish each item without skipping the more difficult ones. Don't put activities off until the next day unless you must.

30. Delegate as much as possible to others.

31. Be an active listener in all discussions.

32. Don't get bogged down in paperwork if you can keep from it.

33. Throw away any notes you don't need.

34. Write replies on the notes, memos, or letters you might receive.

35. Don't waste time looking for things - have a place for everything.

36. Devote as much time as possible to relaxation and you will be more productive in your work times.

37. Don't get upset about nonproductive time if it is outside your control.

38. Keep small talk to a minimum.

Do It Today!

PRIORITY

THINGS TO DO TODAY

START WITH 1's...NOT WITH 3's!

RELATED UNIT OF INSTRUCTION:	MANAGEMENT
PROJECT TITLE:	PERSONNEL
SUGGESTED GRADE LEVEL:	SENIORS, POST SECONDARY
TIME REQUIRED TO COMPLETE PROJECT:	ONE HOUR
PROJECT RATIONALE:	THE KNOWLEDGE OF THE MANAGERS RESPONSIBILITIES IS ESSENTIAL IN APPRECIATING THE DUTIES INVOLVED IN MANAGING A FIRM.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL LEARN THE PLANNING, ORGANIZING, LEADERSHIP AND CONTROL FUNCTIONS OF MANAGEMENT THROUGH DISCUSSION.
PROJECT DESCRIPTION:	PASS OUT A CASE PROBLEM WITH QUESTIONS FOR DISCUSSION. ALSO A WORKSHEET IS AVAILABLE.
EVALUATION PROCEDURES:	OPEN
RESOURCES REQUIRED FOR PROJECT:	ATTACHED SHEETS
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	VALLEY CITY MULTI-DISTRICT VOCATIONAL CENTER VALLEY CITY, NORTH DAKOTA

PRE-TEST

POLICY-MAKING IN MARKETING AND DISTRIBUTION

DIRECTIONS: In the space below, list twenty elements which you feel should be included and explained in an Employee Handbook.

After you have completed the test, check with your instructor to obtain a score. If you passed, go to the pre-test for your next objective. If you did not pass, select one of the learning activities on page 21.

TWENTY ELEMENTS WHICH SHOULD BE INCLUDED IN EMPLOYEE HANDBOOK

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________
16. ______________________________
17. ______________________________
18. ______________________________
19. ______________________________
20. ______________________________

Employee Handbook:
SAMPLE TABLE OF CONTENTS

1—WELCOME MESSAGE

2—HISTORY OF THE COMPANY

3—THIS IS OUR BUSINESS

4—YOU AND YOUR FUTURE

5—WHAT YOU WILL NEED TO KNOW

- Working Hours
- Reporting To Work
- "Time Clock"
- Rest Periods
- Absence From Work
- Reporting Absences
- Employment Record
- Pay Period
- Shift Premiums
- Safety and Accident Prevention
- Use of Telephones
- How To Air Complaints

6—THESE ARE YOUR BENEFITS

- Vacations
- Holidays
- Group Insurance
- Hospitalization & Surgical Benefits
- Free Parking
- Training Program
- Christmas Bonus
- Savings Plan
- Profit-Sharing Plan
- Suggestion Awards
- Jury Duty
- Military Leave
- U.S. Old Age Benefits
- Unemployment Compensation
- Service Awards

7—THESE SPECIAL SERVICES ARE FOR YOU

- Credit Union
- Education Plans
- Medical Dispensary
- Employee Purchases
- Company Cafeteria
- Monthly Magazine
- Annual Outing
- Bowling League
- Baseball Team

8—INDEX or TABLE of CONTENTS

25 pi wide

SUMMARY) — set caps

¶ Time was when employee handbooks were considered a frill which only large companies could afford. But no longer. Owner-managers of many small businesses now use handbooks to give employees information on policies, wages, and employee benefits.

italics ¶ This Aid points out that a successful handbook should include what employees need to know as well as what the owner-manager wants them to know. Suggestions are given on subjects to include, on presentation, and on format.

Nothing takes the place of face-to-face conversation with employees, both old and new. But the owner-manager often finds that he does less and less of it as a growing business increases the demands on his time.

Although an employee handbook will not replace personal contacts, it can help an owner-manager in getting vital information to employees. You should think about issuing one if you want your employees, old and new, to understand:

What you expect of them and what they can expect of you.

What your policies on wages, working conditions, and benefits are.

How much time, thought, and money go into making their jobs secure.

What your company's service to customers is.

What place your company has in the community and the industry.

What makes a job in your company good and permanent employment.

CONTENTS OF A HANDBOOK

An employee handbook can cover many subjects. See the sample table of contents on page 3 of this *Aid*. A new employee's interest is apt to center around three sections of the handbook—sections number 5, 6, and 7. He wants to know what information he needs to get along on the job, what his benefits are, and what, if any, services the company offers him.

First printed August 1968
1st Reprinting May 1970
2nd Reprinting January 1971
3d Reprinting June 1972

Spelling out this information in a handbook gives the new employee a reference source. Even if your initial interview with him is long, few individuals can absorb many details about several subjects at one sitting. Moreover, when an owner-manager talks at great length, some new employees may write him off as "an old windbag."

WHAT EMPLOYEES NEED TO KNOW. To fit in with old employees, a new man needs to know the working hours, lunch and other breaks, time clock regulations, and reporting of absence.

He also needs to know about his wages and payday. In discussing wages and other figures that may change from time to time, it is a good idea to keep figures to a minimum. If your handbook makes a general statement, for example, about wages, you can issue a mimeographed sheet on the detailed figures. In this way, you can keep your handbook from becoming out-of-date when you grant the next wage increase.

Your employee handbook also should tell the new employee whom to see when he has questions or problems connected with his work.

BENEFITS AND SERVICES. The newcomer is interested in the benefits and services your company offers. This discussion in your handbook should be factual so that employees can refer to it when they have questions.

Even though many people don't care what a thing costs someone else, it does not hurt to remind employees of the cost of their benefits—such as vacations and health and life insurance. Making them aware that benefits and services are part of your overhead may help them to realize the need for their cooperation in your cost reduction campaigns.

One company ends its section on special services by saying: "These facts mean that we can afford to maintain these plans only as long as the company operates successfully. That depends on the cooperation and efforts of every one here. We hope you make possible this extra security for you and your family. That's the way things work at (name of company): The better the job each of us does, the brighter the future will be."

Examples of services which you will want to mention are the opportunity to buy company products at a discount, the first-aid station, the low-cost cafeteria lunch, and sports activities.

SKETCHING "THE BIG PICTURE"

A welcome message and sections on the history of the company, and "our business," and the employee's future provide an opportunity for the owner-manager to sketch "the big picture" for new employees. Sincerity and simplicity are the keys to presenting these sections. The temptation to editorialize or "preach a sermon" should be avoided because some employees are apt to regard "the big picture" as propaganda.

WELCOME MESSAGE. The welcome message should convey a feeling of friendly interest to the new employee. There are as many ways of expressing a welcome as there are presidents of small companies. Here are two examples.

> "I am pleased that you have decided to join us at—(company name). I hope our association will be a long and beneficial one. Our company has a history of more than 20 years of service to our customers. It has grown because of the efforts of each employee. Our future looks bright. But it will present challenges. I am counting on your help in meeting those challenges.
>
> "We know that in return for your support the company is obligated to make your employment as satisfying as possible. Our wage policies and benefit programs are designed to make the company a good place to work. We also emphasize intelligent human relations in our day-to-day contacts.
>
> "You will find out that our company tries to be a good citizen in this community. I hope that you will, if you are not already doing so, participate in worthwhile civic projects.
>
> "Please call on any of us to help you become established in your new job. And again, thank you for joining us."

The second example emphasizes the importance of the employee's job as follows:

> "This company is in the service business. Efficient service depends on each employee doing his or her job correctly and promptly. Each job in this company is important. If it wasn't, it would be eliminated quickly.
>
> "I urge you never to lose sight of the importance of your job to the overall effectiveness of our company. Whether customers continue to give us their business depends on the manner in which you and your fellow employees do your work."

It is a good idea to include the owner-manager's picture in the welcoming message. The message should end with a facsimile signature rather than his printed name.

HISTORY. Whether you include a section on the history of your company depends on its age and the significance of past events. When past events are impressive, information about them can help to instill pride in the company and its importance to the community, customers, and employees.

Emphasize the growth of the company through past service to customers and the role employees played in that progress. Tie the past to the present by pointing out that satisfied customers are the company's only assurance of continued sales and jobs.

This section should be brief. It should not be a biographical sketch of the founders and their successors. It can follow the "Welcome" section or it can be the last page of the book. There, it re-emphasizes the sense of participation for the new employee.

THIS IS "OUR BUSINESS". Some owner-managers assume that employees are familiar with the company's products, services, and sales. Often the fact is that employees are ignorant of, or misinformed about, such pertinent facts. This section provides the opportunity to correct this condition. It should be brief and give employees the facts they need to feel that it is "our" business rather than "your" business. If the owner-manager does not convince employees that they play an important role in the company's success, who will?

YOU AND YOUR FUTURE. In this section, the owner-manager talks to the employee's pocketbook. His future pocketbook, you might say.

The discussion should cover policies and procedures on wage reviews and promotion. It should spell out who is responsible for making performance and wage reviews and when they are scheduled.

If you have a profit sharing plan for employees, explain it in this section. Emphasize the features that make it worthwhile to remain with your company.

Also if you have a payroll savings plan for buying U.S. Savings Bonds and/or a stock participation plan, tell employees about them. Urge them to use the plan to help make their future secure.

Information about service awards might also be included.

A FEW WORDS ABOUT PROFIT

After "the big picture" has been discussed, it is a good idea to remind employees of the basis of their security with the company. They should be aware that a business must make a profit in order to grow and provide jobs and employee benefits.

Your handbook might say, for example:

> "And Just A Few Words About Profit.
>
> "Your job and mine are dependent on the success of this company. It takes money to make jobs and it takes profits to keep the company growing. If we are to expand, a profitable history will enable us to obtain necessary funds. You wouldn't invest your money in a losing company.
>
> "To afford the benefits you've just read about we must make a profit. Our future depends on doing our jobs to the best of our ability. Our efficiency will produce the necessary profits to assure our continued expansion and our maintaining our position in the field.
>
> "You and I have seen many businesses lose sight of the need for profit and go broke. Let's all work together for our successful future."

THE WRITING

An employee handbook should speak to the point. Employees are not interested in unnecessary details. Nor are they taken in by long phrases that say little or nothing.

The writing should also be consistent. Here, the approach determines the style. Will it be a formal approach? An informal one? A "folksy" one?

Not every owner-manager can write clearly or has assistants who can. Local writers—such as newspaper reporters—or high school teachers of English or journalism may be available on a fee basis. They might edit the owner-manager's draft to improve its readability. Or they might write the handbook, using facts which he supplies.

THE FORMAT

The booklet should be attractive. The objective is to invite the reader's attention and hold it throughout. Effective use of color and layout helps to make the booklet inviting and easy-to-read.

The type face plays an important part in the overall effectiveness, as well as design of the cover and layout of pages. Instead of small pen and ink cartoon drawings, the illustrations may be small photographs interspersed with the text. Graphs can be used to illustrate company growth.

The booklet should be small enough to be carried in a pocket but not so small as to be easily misplaced. Typical handbooks range from 5 1/2" x 8 1/2" to 6" x 9".

EXTRA MILEAGE

Although the primary purpose of a handbook is to inform and orient employees, the owner-manager can get extra mileage from it.

A foreman can, and should, use it as a tool for making a new employee "feel at home." For example, at the end of the new man's first week, his foreman can give him a chance to ask questions about the handbook. Sometimes this informal interview gives the foreman the opportunity to clear up information which the new man may have misinterpreted or misinformation which he may have picked up from old employees.

The handbook can also be used as a public relations tool. But keep in mind that image building begins at home. When employees have a good image of your company, they will spread the word. Such word-of-mouth advertising provides a solid basis for building good community relations.

Print enough copies so your employees can have extras to show to friends and relatives. Copies can also be given to leaders of civic and business organizations which work for community growth.

LIVING WITH YOUR HANDBOOK

Once an owner-manager issues a handbook, he has to live with it. Employees will expect to find conditions, benefits, and services as described in the handbook. This fact should present no problem.

However, there is a grey area which can cause trouble. It is connected with the owner-manager's attempts to convince employees that his company is a good place to work. A little care can prevent his leaving the handbook open to employee criticism.

For example, be sure that the booklet does not say anything you can't back up. Suppose, for instance, that your most efficient foreman is overbearing by nature. Then you had better not write in your handbook a statement such as "we strive for a friendly atmosphere in which problems can be settled amicably."

FOR FURTHER INFORMATION

Readers interested in exploring further the subject of employee handbooks may wish to consult the following references. The list is necessarily brief and selective. However, no slight is intended toward authors whose works are not mentioned.

Getting Across to Employees by John S Morgan. 1964. $6.95. McGraw-Hill Book Company, Inc., 330 W. 42d St., New York, N.Y. 10036

Effective Communication on the Job. 2d ed. 1963. $7.50. American Management Association, 135 W. 50th St., New York, N.Y. 10020

Industrial Editing by Bernard Smith. 1961. $6.75. Pitman Publishing Corp., 20 E. 46th St., New York, N.Y. 10017

An Employee Suggestion System for Small Companies. *SBMS* No. 1. 1964. Small Business Administration. Available for 20 cents from Superintendent of Documents, Washington, D.C. 20402

"Matching the Applicant to the Job," Management Aids for Small Manufacturers No. 185. Free from SBA, Washington, D.C. 20416 (or nearest SBA Office)

"Checklist for Developing a Training Program," Management Aids for Small Manufacturers No. 186. Free from SBA, Washington, D.C. 20416 (or nearest SBA Office)

FILING CLASSIFICATION: Personnel Management

FILING CLASSIFICATION: PERSONNEL MANAGEMENT—Copies of this Aid are available free from field offices and Washington headquarters of the Small Business Administration. Aids may be condensed or reproduced. They may not be altered to imply approval by SBA of any private organization, product, or service. If material is reused, credit to SBA will be appreciated. Use of official mailing indicia to avoid postage is prohibited by law. Use of funds for printing this publication approved by Bureau of the Budget, June 29, 1970.

U.S. GOVERNMENT PRINTING OFFICE: [illegible]

The employee handbook, of course, is a highly personalized manual prepared by a store to fit its own particular needs. In preparing it, the personnel office should not attempt to follow many standardized form but rather should give management's message as informally and as interestingly as possible. The following outline is typical of the subjects covered. The order and method of presentation should be determined entirely by the store's character and needs.

1. A statement of welcome. This should be signed by the store president or chief executive and should informally welcome the new worker into the store family.

2. A brief statement of store history. The high points in the development of the business may be outlined in this section. It should include important dates and any facts or incidents of outstanding interest that may aid in giving the employee an understanding of the nature of the business

3. Current facts about the store. Any interesting facts about current operations that might stimulate new workers may be given in this section. Facts about the size of the store, the number of employees, the amount of floor space, the number of customers, and the number of charge accounts, for example, may help the new worker grasp the significance of his job.

4. Store Organization. The physical structure of the store may be described in sufficient detail to give the new worker a clear picture of divisions of authority and his place in the organizational setup. An effective method used by some stores to dramatize the organization is to show an organization chart provided with spaces in which the names of executives are to be written in. The new employee is required to fill in the names of all chief executives, the names of each division, and the name of the department head in direct authority over his particular job. This method assures each new employee of a clear understanding of the organizational structure as a whole and of his specific part in it.

5. Store policies. This section may include a brief description of the general aims of the store, its place in the community's retailing structure, its customer relations policy, and its merchandising and personnel policies.

6. Employee Services. A relatively large section in the handbook may be devoted to an outline of services facilities, and benefits available to employees. For example, if the store provides facilities such as workers' restaurant, library, health department, legal and financial aids, personal advisory services, benefit associations, purchase discounts, or recreational and social services, these features should all be clearly described. The handbook should explain how all new workers may use these services to their best advantage.

7. General instructions. Facts concerning the use of employee lockers, entrances, elevators, and rest rooms, payment of wages, hours of work, methods of signing in and out, and other important instructions should be described in this section of the handbook.

8. Rules and regulations. Finally, the handbook should also describe clearly all store rules and regulations in reference to dress, use of telephones, shipping privileges during store hours, absences and latenesses, and general personal conduct. The new worker should fully understand what is expected of them and should know what penalties will be imposed for violations.

The section on rules and regulations is indicated here as the final one in the handbook for rather definite reasons. New workers are more likely to appreciate the need for definite rules and regulations if they have first had an opportunity of getting a general picture or "feel" of the organization as a whole. Furthermore, if this section is so placed that it is the last one the new worker reads, its contents are more likely to make a permanent impression upon him.

RELATED UNIT OF INSTRUCTION:	MANAGEMENT
PROJECT TITLE:	DISCUSSIONS SKILLS/LEADERSHIP STYLES
SUGGESTED GRADE LEVEL:	JUNIORS AND SENIORS
TIME REQUIRED TO COMPLETE PROJECT:	ONE DAY
PROJECT RATIONALE:	TO ENCOURAGE THE USE OF GROUP DISCUSSIONS TO IMPROVE DECISION MAKING AND TO MOTIVATE GROUP MEMBERS.
PROJECT PURPOSE AND PERFORMANCE OBJECTIVES:	THE STUDENT WILL IDENTIFY PRINCIPLES WHICH WHEN USED PROPERLY WILL IMPROVE DISCUSSION LEADING SKILLS.
PROJECT DESCRIPTION:	THE STUDENT WILL REVIEW EACH CASE STUDY AND RESPOND TO THE QUESTIONS USING THE CASE ANALYSIS FORM. SELECT MEMBERS TO LEAD GROUP DISCUSSIONS FOR EACH CASE. REVIEW THE GROUP DISCUSSION PRINCIPLES AND USE THEM IN THE GROUP DISCUSSION FOR EACH CASE.
EVALUATION PROCEDURES:	OPEN
RESOURCES REQUIRED FOR PROJECT:	ATTACHED CASE STUDY AND ANALYSIS SHEET
MISCELLANEOUS PROJECT INFORMATION:	NONE
PROJECT DEVELOPED BY:	LDI

ACTIVITY: DISCUSSION SKILLS

PURPOSES

1. To encourage the use of group discussions to improve decision-making and to motivate group members.

2. To identify principles which when used properly will improve discussion leading skills.

3. To seek solution to three major problems that affect DECA Chapters.

TASK

Review each case study and respond to the questions using the case analysis form. Select members to lead group discussions for each case. Review the group discussion principles and use them in the group discussion for each case.

PRINCIPLES

1. Do not dominate the group. It is easy for the leader to push his ideas through because even the membership expects this to happen. Don't forget the lesson that was learned in the Wilderness Survival Exercise.

2. Do not compete with members of the group. If competition exists within the group, more time is spent in trying to win a personal triump rather than sharing ideas with the group.

3. Be a good listener. Remember to listen for both comprehension and feelings.

4. Encourage the group to look at controversial points of view. Different points of view should be regarded as healthy and should be encouraged.

5. Encourage the group to submit ideas that have not been fully developed but that may stimulate additional comments.

6. Remember that your goal in the group discussion is to accomplish the objectives that were stated at the beginning of the discussion. You should always identify the group's goals or purposes at the beginning of the discussion so that everyone knows what is expected.

7. Let the group members know what the time constraints are and periodically, if necessary, let them know how much time is remaining.

8. Always let the group know what they have accomplished. They should know that the exercise was not a lesson in futility but has made a significant contribution.

9. Indicate a plan of action that you plan to take following the discussion.

10. Always express your appreciation to the group for participating in this discussion.

11. If appropriate, send a copy of your notes to each member as to the outcomes of the meeting.

12. Conduct an orderly meeting by using the following:

    a. don't allow new topics to be introduced while another is being discussed.
    b. use constructive criticism effectively.
    c. return to a person who you asked to hold their idea or comment earlier in the discussion.
    d. let persons know if a particular topic is not within the purposes of this discussion.
    e. do not allow people to talk at the same time.
    f. use confirmation and clarification effectively.
    g. signal the group when the end of the discussion is coming.

"WHERE HAVE ALL THE MEMBERS GONE?"

Case Study #1

Karen is a first year member who is attending the national conference as a delegate-at-large. You are involved in a latenight discussion in your room with three other members and Karen. You listen with interest to Karen's comments about her chapter.

Karen: You know, I really thought this chapter stuff was mickey-mouse but I see now that there's more to it than I realized. I cam to this conference because I knew I would enjoy the trip but goodness I've learned so much about what a chapter should be doing and the opportunities that are available to us members. I only regret I didn't get more involved than I did this year.

Joyce: Karen, why did you think this stuff was mickey-mouse? Gosh, my chapter at school is where the in-group is found. Everyone wants to be in our chapter.

Karen: At our school, the chapter is nothing. The only reason most of us got in the program was because we were wanting to get out of school early in the afternoons. Mrs. Goodwin, our chapter advisor, has tried to get some things going this year but only a handful of members showed up. We've had several chapter meetings but only a few members showed up.

Carol: Our chapter has been plenty active this year. As a matter of fact, we average about 90% of our membership at all meetings. We've got a great group.

Joyce: Yeah, we have an active chapter also.

Karen: Our seniors, who have been in the chapter for two years, are probably the most active. The juniors and first-year seniors hardly ever participate. We had a neat party planned for the chapter but only the faithful few showed up. When they won't come to parties, what do we do?

Carol: Karen, are you planning to be in the chapter next year?

Karen: Yes, now that I know there's more to this than what we have at our school. We've got to get the kids more involved so they'll gain more from the chapter activities.

Carol: Sounds like you need to provide some leadership next year. Being a second year member and having gone to the national conference, you could certainly make a significant contribution.

Karen: If I thought I knew why our members haven't gotten involved and I thought I could get them more involved next year, I'd try. You've had strong chapter programs, what can I do to get more members involved?

CASE ANALYSIS -- CASE STUDY #1

Several chapters across the country suffer because of a lack of member participation. If group activities are to be beneficial and rewarding, members must recognize their importance to the group and get actively involved in all the activities. Let's help Karen understand the real problems and suggest courses of action she might take this next year.

1. List possible causes for the lack of member participation that Karen described.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

   f. ______________________________

2. Suggest courses of action to Karen for improving member participation.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

   f. ______________________________

   g. ______________________________

   h. ______________________________

   i. ______________________________

"YOU REALLY BUG ME!"

Case Study #2

At the Employer Recognition Banquet, Debbie, the chapter vice-president, and Carl, the State President, are seated next to each other at the headtable. The conversation continues:

Debbie:	Seriously Carl, I don't really plan to run for an office next year for the simple reason that I may not be in the program next year.
Carl:	I hate to hear that Debbie because I think with the experiences that you have had this year you'd make an outstanding chapter president. I also thought you might run for a state office.
Debbie:	I appreciate that but I just want to get out. You wouldn't believe this year.
Carl:	What do you mean?
Debbie:	We've done some neat things this year but I really don't know how. You wouldn't believe the petty bickering and jealousy among many of the members.
Carl:	I thought this chapter really had it all together. This banquet is one of the best organized that I have ever seen. It seems to me like everything is great.
Debbie:	It may look that way but if you knew a little bit about the chapter you could see the cliques all sitting together and they're probably talking about someone not in their clique. We officers couldn't do anything right this year. When you would please one group, you'd make another one mad. We couldn't get anyone to sit down and discuss the problems and I'm afraid that it's going to get worse since many of these members will return next year.
Carl:	What has your advisor done about the situation?
Debbie:	Really all he can do! We put up a good front in public but that's because we know we'd better or Mr. Jones would be really upset with us. When he gets mad, he's pretty tough. He probably needs to say things a little more often.
Carl:	How do the kids feel toward Mr. Jones?
Debbie:	To the most part, everyone respects him but I've been noticing that the kids are trying to run their own show more and more. Some of the more outspoken kids have been complaining that Mr. Jones is too dominating and should let them do their own thing. None of us know what to do.

CASE ANALYSIS -- CASE STUDY #2

Unless the human relations problems that the chapter has experienced this past year are solved, Debbie will not participate next year. The internal strive that can exist within the chapter will greatly decrease the group's effectiveness and success. There must be a mutual trust and caring for each other if the group is to learn from each other's involvement in the chapter activities. Debbie's chapter is no different than many other chapters across the country. If we can help Debbie understand the causes of the human relations difficulties and identify possible courses of action to correct the deficiencies, we can gain from our analysis as well.

1. List possible causes for the human relations problems that Debbie described.

   a. ____________________

   b. ____________________

   c. ____________________

2. Suggest courses of action to Debbie for improving the chapter members' human relations quotient.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

   f. ____________________

"NOT MY JOB!"

Case Study #3

George is a junior and a first-year member. George is attending the Leadership Development Institute (LDI) at the Goddard Youth Camp. George decided to attend the LDI because he wanted to develop his leadership skills so that next year he could be an effective officer in his chapter. George also plans to run for a state office this next year also. Being a highly conscientious person, George becomes visibly upset when other persons do not fulfill their obligations. In one of the small-group LDI sessions, George is heard saying:

George: I don't really know what happened to our officers and members this past year. It seemed as if noone wanted to accept the responsibility for the work to be done. Members wouldn't help when called upon. You expect some of the members to loose interest and not work but even the officers failed to be responsible for their assignments. Noone was willing to do their share or finish their job when called upon.

Janet: I know what you mean, George, that happened in our chapter too. It got where a few of us did everyone else's job for them. I don't understand either why a person seeks an office and then doesn't do what they are supposed to do.

George: I want to be a local chapter officer next year and, hopefully, a state officer but I don't want to do everything. If I try to do it all, nothing will get done. There's too much for one person. I'll do my job but what do we do to encourage other officers, committee chairpersons, and members to do their job? Do you have any suggestions?

CASE ANALYSIS -- CASE STUDY #3

When persons in positions of leadership fail to accept their responsibility, the group and all its members suffer. George's observations can be made in many of our chapters across the country, in civic organizations, in professional associations, and many other places. Whenever persons are assigned responsibility for doing something, there will be those who fail to act responsibly. In helping George understand the causes of such irresponsibility, we can understand our responsibilities as leaders much better.

1. List causes for leaders not accepting their responsibility.

a. ____

b. ____

c. ____

2. Suggest courses of action to George for helping leaders accept their responsibilities.

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

g. ____

ACTIVITY: LEADERSHIP STYLES

PURPOSES

1. To identify six leadership styles which can be used in making decisions.
2. To understand which style is most appropriate in a particular situation.

LEADERSHIP DECISION STYLES

Leaders must make decisions. Leaders differ in their approach in arriving at a decision. Several factors influence the manner in which a decision is made. The total situation will greatly influence the decision-making process. The nature of the group will affect the leader's approach to decision-making. The leader's own inclinations will affect how the decision will be made.

Leaders have unsuccessfully searched for the ideal leadership style. When making decisions, a leader would like to find the single style which can be used in all situations regardless of the group or any other factors. You should be aware that no single leadership style has been found effective in all situations. As a leader you must analyze the situation, the group, and your own inclinations and use the leadership style that is most appropriate.

You have available six styles of leadership which can be employed in making a decision. The styles differ only in the degree to which you allow group members to participate and the corresponding degree of influence they can exert on the final decision. It should always be remembered, however, that participation does eliminate the leader's authority and responsibility for the decision. You are the leader and it is your responsibility to see that the most effective decision is made that takes into consideration all factors.

The leadership styles available to you are:

TL_1 You decide alone and tell the other group members your decision.

You rely totally upon your own experience and knowledge in making the decision. This style would be used when time is of the essence. Groups that need direction or expect this style of leadership will be responsive to the telling style. One-way communication dominates in this situation in that the leader does not want feedback.

TL_2 You seek information from others, decide alone, and tell the other group members your decision.

Rather than being dependent upon your own knowledge and experience, you seek information from other sources both within and outside the group. You probably will not define the problem to those from whom you secure the information. Once the decision has been made, no feedback is being sought.

SL_1 You decide but rather than telling you sell the group upon your decision.

This style is used when the leader, not the group members have any influence upon the decision that has already been made by a higher authority. This style is used to implement decisions that have been made at a higher level in the organization and in mediation situations to encourage people to accept a compromise. The group must be willing to accept the leader's influence and the leader must be effective at persuading.

CL_1 You consult what group members then make a decision.

You share the problem with selected group members on an individual basis and secure input. You will demonstrate to those with whom you confide your trust and confidence in them. Group members must have knowledge and experience that will be helpful in the decision-making process. As the leader, however, you must make the final decision.

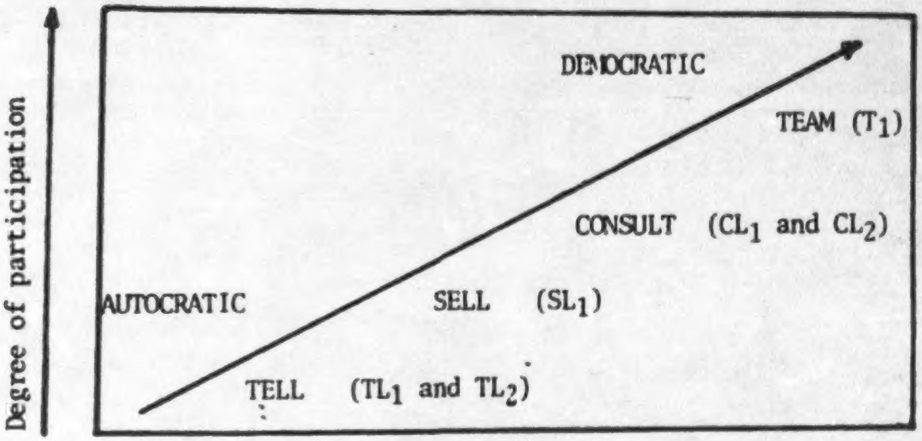
CL_2 You consult with the entire group and then make a decision.

You share the problem with all group members at one time and discuss possible alternatives. The group is essentially viewed as a panel of consultants. Sufficient time must be available to consult with the group and the problem must be complex enough to justify the group's attention to the problem. You must have the confidence in your group to discuss the problem with them and the ability to conduct a group discussion.

T_1 You share the problem with the group and make a team decision.

You share the problem with the group and you must have a willingness to accept the group's decision. There must be boundaries set regarding the decision and the problem must be well-defined. Adequate time must be available to make the decision. The group must not only be willing to assume the responsibility for the group decision but must be capable of making an effective decision. You must be confident in your group's abilities and willing to accept the group's decision. When making a team decision, you are merely a member of the team and have no more votes than any other members.

Basically, the styles of leadership presented above range from a person who elects a totally autocratic style to a democratic style of leadership. The question is not which is best but what is appropriate for a particular situation.


Degree of participation
DEMOCRATIC
TEAM (T_1)
CONSULT (CL_1 and CL_2)
AUTOCRATIC
SELL (SL_1)
TELL (TL_1 and TL_2)

TASK

Read each case, analyze all known factors, and indicate the leadership style you would use in each situation.

CASE A

Style ☐

Your Position: Sales Project Chairman

During your first year in the Chapter you earned the respect and admiration of your fellow members and Chapter Advisor because of your hard work and initiative in the chapter's sales project. Because of this you were named this year's sales project chairman, and your Chapter has come to rely on your judgement and expertise to solve problems pertaining to sales projects.

Now, at the beginning of the year, it is time to decide what sales projects will be used during the year. You had an opportunity to visit the National Center during the summer, and at that time you learned about the various types of approved sales projects.

You have carefully studied these sales projects, and narrowed them down to six that could best serve your Chapter's needs. Which of these six is best depends on techincal information, such as which project will make the highest profit, and which will meet your market needs.

Knowing that the success of any project will depend on the hard work and full support of the Chapter members, you now face the choice of which project to use.

CASE B

Style ☐

Your Position: Coordinator of a Chapter
with a Candidate for National Office

A coordinator within your city suggests that you put on a "Battle of the Bands," a show in which various bands compete for a prize, in order to raise money for the campaign.

A committee is called upon, consisting of five different Chapter coordinators from within your state, in order to decide on the details of the show. It is decided that the show will consist of five bands playing one half hour a piece. It is also decided that the five Chapters within the committee will promote the show and will also receive a profit from the ticket sales.

Within a week various Chapters begin calling and wanting to help, but also wanting to receive a profit from the ticket sales. Keep in mind, the show is basically being held to finance the campaign for your candidate.

CASE C

Style ☐

Your Position: State President

You are the State President of your Action Team. The vocational program in your state has been totally revised. The enrollment in your program area has increased from 10,000 to 15,000.

Your State Adviser has just assigned you and your action team the responsibility for organizing a program to increase membership in your organization. At the present time, your state organization has only been able to recruit a membership of 6,000 even though you have a potential membership of 15,000.

You and your officers just began your term two months ago, and taking on this responsibility would hinder you and your officers from reaching the goals in your platform that you set out to accomplish.

Obviously, each of your officers will be hesitant to take on this additional project. They all attend school in the day and work in the afternoons. And the State Staff has absolutely no time to work on this project, because their time is being spent on implementing the new program expansion plan.

A month from today you must present a rough draft for your plan to incorporate your membership drive into the vocational program. You have several ideas which might work, but none of them is clearly the answer. Organizing and implementing a new program is always a traumatic experience, and you would like to accomplish it with as much input from your officers as possible.

CASE D

Style ☐

Your Position: Captain of the basketball team.

You are the captain of the Central High basketball team, responsible for representing their views. Your team started out ranked very low in the pre-season selection of the best teams in the state. As the season progressed, however, your team began to play extremely well and surprised the critics by winning most of your games. Before people began to notice your team, you had all been proud of the teamwork exhibited and attributed this to your philosophies of hard work combined with spirited enthusiasm.

Since your team has been winning consistently, it has attracted much more attention from the news media, including many newspaper articles and photographs, plus several filmed TV reports. The principal of Central High recently suggested to your coach and you that the appearance of the team doesn't reflect well on the school, because many of the players wear their hair long, and several have mustaches or beards. You were warned that unless apperance improves, the principal would set minimum standards of appearance.

You argued that this would destroy your team's morale and momentum just before the all important district playoffs. Your principal agreed that your team was doing well, but remained adamant. Your discussion ended with the understanding that some changes had better be made.